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ABSTRACT

In compliance with Texas state law, the Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP): bilingual education and English-as-a-Second-Language (ESL). ESL is both a component of bilingual English and a stand-alone program. In 1997-98, AISD enrolled 10,538 LEP students, 92 percent of whom were Spanish speakers. Three groups of exited LEP students have been observed since 1994-95. Compared to students districtwide, the most recently exited group was recommended for retention less often, earned higher grade point averages, had lower school leaver rates, and had higher attendance rates. Former LEP students in the latest exit group in middle and junior high had lower discipline rates than students districtwide. Similar positive findings were apparent in many areas for students in the two earlier exit groups. Students still receiving LEP services had lower achievement test scores than students districtwide, including lower results on a Spanish language instrument. The success of the Bilingual and ESL programs in mitigating school leaver rates at the secondary level suggests that continued program service beyond the elementary level has a positive effect in assisting students. Appendixes contain text from the applicable state legislation, a list of staff development programs, and summaries of professional development activities. (Contains 14 figures and 35 tables.) (SLD)

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Bilingual/ESL Programs Evaluation Report, 1997-98

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Austin Independent School District
Office of Program Evaluation

November 1998

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Bilingual/ESL Programs Evaluation Report, 1997-98

Executive Summary

Austin Independent School District
Department of Accountability
Office of Program Evaluation

Author: Rosa María González

Program Description

In compliance with state law (TEC Chapter 89.1265), Austin Independent School District (AISD) provides two programs to serve students identified as limited English proficient (LEP): Bilingual Education (BE), which provides dual-language (English and native language) instruction in the major content areas; and English as a Second Language (ESL), which provides intensive English instruction. ESL is both a component of BE and a stand-alone program. The campus Language Proficiency Assessment Committee (LPAC) makes instructional placement decisions, which determine the program that best addresses the student's language needs. The program in which a student participates depends on the student's home language, grade level, language dominance, and program availability. Services for some language minority students are also provided through special education. Parental permission is required for participation in either program.

In 1997-98, AISD enrolled 10,538 LEP students: 92% were Spanish speakers, 3% spoke Vietnamese, 1% spoke Korean, 1% spoke Chinese, and the remaining 3% represented other language groups. Most (93%) AISD LEP students (9,780) were served through the BE or ESL programs. The parents of 758 students (7%) refused Bilingual/ESL Program services.

Major Findings

1. Three groups of exited LEP students have been observed since 1994-95. *Group 3* is the most recent of the groups, followed by *Group 2*; *Group 1* is the oldest of the groups. (Page 22)

- Compared to students districtwide, the most recent group of exited LEP students *Group 3* was recommended for retention less often, earned higher grade point averages (GPAs), had lower school leaver rates, and had higher attendance rates.
- Former LEP students in Group 3 in middle/junior high school had lower discipline rates than students districtwide both semesters. For former LEP students in high school, the discipline rate was higher in fall 1997 and lower in spring 1998 than students districtwide. Former elementary LEP students in Group 3 had higher discipline rates than students districtwide both semesters. (Pages 29-31)
- The exited LEP students in *Group 2* had lower school leaver rates than students districtwide.
- The GPAs for middle/junior high school former LEP students in Group 2 were higher for both semesters than students districtwide; exited LEP high school students' GPAs were slightly higher in fall 1997 and lower in spring 1998 than students districtwide.
- The attendance rates for exited LEP students in Group 2 were higher for elementary and middle/junior high school students both semesters. Exited LEP high school students had the same attendance rate in fall 1997 as students districtwide and a slightly lower attendance rate in spring 1998. (Pages 31-33)
- Former exited LEP students in *Group 1* had higher school leaver rates than students districtwide.
- The potential retention rate was lower for former exited LEP students in Group 1 in middle/junior high school, and higher for exited LEP students in high school than for all students throughout the district.
- The GPAs for former LEP students in Group 1 were higher than for students districtwide for both semesters.
- Group 1 attendance rates for former LEP middle/junior high school students were higher for both semesters than for students districtwide. The attendance rate for former LEP high school students was lower during fall 1997, and slightly higher during spring 1998 than average attendance rates for the district.
- Discipline rates were lower for both middle/junior high school and high school former LEP students for both semesters when compared with all other students in the district. (Pages 34-36)

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- *The achievement of former LEP students generally surpassed AISD percentages passing on the TAAS tests. Most of the percentages passing were at the exemplary and recognized levels. (Pages 29-36)*

2. The achievement of LEP students as measured by standardized tests, including a Spanish language instrument, was generally below state and national comparisons.

- Spanish-speaking LEP students tested at grades 3, 5, and 8 on all the subtests taken scored below the national average on the Iowa Tests of Basic Skills (ITBS). (Page 9)
- LEP students speaking languages other than Spanish scored above the national average in grades 3 and 5 in language, and grade 3 in mathematics on the ITBS. (Page 9)
- At all grade levels, on All Tests Taken, AISD LEP students scored lower than LEP students statewide on the Texas Assessment of Academic Skills (TAAS) in English. By comparison, AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels on All Tests Taken. (Pages 10-12)
- In 1997-98, increases in percentages passing English TAAS on All Tests Taken, Reading and Mathematics by LEP students occurred in 18 of 21 comparisons. The greatest increases in percentages passing occurred in grade 4 on All Tests Taken, and Reading; and in grade 8 on Mathematics. (Page 12)
- With few exceptions, the percentages of LEP students passing the TAAS tests have increased from 1995-96 to 1997-98. (Pages 13-16)
- On the Texas Assessment of Academic Skills (Spanish), AISD LEP students scored lower than LEP students statewide in both reading and mathematics. (Pages 17-20)
- On the La Prueba de Realización LEP students in grade 8 scored above the national average in reading; however, LEP students generally scored below the Spanish-speaking comparison group in reading, mathematics and composite scores. (Page 21)

3. The bilingual coordinators provided 32 professional staff development workshops. The training sessions were attended by 636 participants. Among them were assistant principals, helping teachers, counselors, coordinators, data entry clerks, curriculum specialists, coordinators, and teachers. The majority of responses on the evaluation forms for all the workshops were in the "strongly agree" and "agree" categories. (Pages 25-28)

4. A comparison of the performance indicators for LEP students served and LEP students whose parents refused program services ("refusals") indicated that *served students* had:

- A lower potential retention rate in elementary school.
- Higher grade point averages in middle/junior high school for both semesters and for high school students in fall 1997.
- The attendance rate was the same for both LEP served and refusals in spring 1998 for elementary students. During spring 1998, the attendance rates for LEP served students were higher for middle/junior high school and high school. (Pages 38-39)

5. Since 1988-89, the number and percent of LEP students (served plus refusals) in AISD's student population has increased continuously. However, in 1997-98, the number of LEP students decreased by 982 students. Language-minority students comprise 13.9% of the district's students. (Page 8)

Recommendations

1. Even though the population of LEP students declined slightly for the first time in ten years, the district should continue to attend to the academic needs of limited English proficient students. The changing demographics of the district have implications for professional staffing at specific campuses.
2. The generally low performance of LEP students on standardized achievement tests, including a Spanish language instrument, reinforces the continuing need to allocate resources to improve the academic achievement of LEP students.
3. The success of the Bilingual/ESL Programs in mitigating school leaver rates at the secondary level suggests that continued program service beyond the elementary level has a positive effect in assisting students.

Mandate

TEC Chapter 89.1265l

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BILINGUAL/ESL PROGRAMS: EVALUATION 1997-98

Evaluation Mandate

The evaluation of the district's Bilingual/English as a Second Language (ESL) Programs is the responsibility of the Office of Program Evaluation (OPE), with the cooperation and assistance from the Austin Independent School District's (AISD) Department of Bilingual Education. The evaluation of Bilingual/ESL Programs has been mandated by state law since 1976. The Office of Program Evaluation, in collaboration with the bilingual director and coordinators, formulated an evaluation plan addressing critical information needs and elements specified by the law. In reference to program evaluation, Chapter 89.1265 of the Texas Education Code states the following:

a) All districts [are] required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained at the district level to be made available to monitoring teams according to 89.1260 of this title (related to Monitoring of Programs and Enforcing Law and Commissioner's Rules). (See Appendix A for a reproduction of the law mandating program evaluation.)

Evaluation Plan for 1997-98

During the 1997-98 school year, the evaluation plan for the Bilingual/English as a Second Language (ESL) Programs was reviewed and revised through an interactive process involving the bilingual education director, instructional coordinators, and the evaluation staff. The evaluation plan specifies the evaluation questions to be answered and the information sources that will supply the responses to the evaluation questions. The evaluation plan addresses areas of focus mandated by state law, as well as local issues. In addition to bilingual and ESL concerns, this report will include student characteristics, academic and progress indicators, and other information pertaining to immigrant students.

Evaluation Overview

Evaluation information was obtained from various sources. The most important is the LEPS Master File, on which is recorded a wide range of information about each LEP student, including performance on standardized achievement tests. Achievement in either language of instruction is tracked over time. Other demographic and outcome information (e.g., attendance, discipline, potential retention rates, and school leaver rates) are secured from a range of computer files maintained centrally on AISD's mainframe computer. Program effectiveness is investigated by the comparison of these outcome indicators for LEP students being served and for LEP students whose parents refuse program services.

Data for the 1997-98 evaluation were obtained from the following sources:

- The Student Master File provided basic information about students' grade level, ethnicity and low-income status.
- The LEPS Master File provided information about students' LEP status, home language, language dominance, and program service dates.
- OPE's *GE*Neric *E*valuation *SY*Stem (GENESYS) provided demographic data, academic progress, and other achievement information on program students. GENESYS, a custom-designed software package written in SAS programming language, accesses student data files maintained on the district's mainframe computer, and creates group profiles for any given set of students.
- Programmatic information and professional staff development details were provided by the bilingual coordinators.
- Emergency Immigrant Program (EIP) expenditures were obtained from program budget records supplied by program staff.
- Prior-year information concerning LEP students was obtained from published OPE reports.

Unless otherwise noted, all numbers reported were obtained from computer datasets used for the state-required Public Education Information Management System (PEIMS) fall reporting, or the district-maintained LEPS Master File.

Program Overview

Texas state law requires that every student with a home Language Other Than English (LOTE) and who is identified as limited English proficient (LEP) be provided a full opportunity to participate in a Bilingual Education (BE) or English as a Second Language (ESL) program. The Texas Education Code states the following.

> *"The goal of bilingual education programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the development of literacy and academic skills in the primary language and English.... The goal of the English as a second language programs shall be to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. Both programs shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable limited English proficient student to participate equitably in school."*

The law continues and states, *"...Such programs shall use instructional approaches designed to meet the special needs of limited English proficient students. The basic curriculum content of the programs shall be based on the essential skills and knowledge required by the state."* (Chapter 89, Subchapter BB, 89.1201) Those students (hereafter referred to as bilingual students) must be identified in a timely manner and must be provided one of two basic programs:

- Bilingual education (BE), a transitional program of dual-language instruction including instruction in the home language, and English as a Second Language is provided to students in any language classification for which there are 20 or more students enrolled in the same grade level in a district; or
- English as a Second Language (ESL), a program of specialized instruction in English is provided to students who do not receive bilingual education and to students whose parents refuse dual-language instruction.

In compliance with state law, AISD provides two programs to serve students identified as LEP: bilingual education, which provides dual language instruction in major content areas; and ESL, which provides intensive English instruction. ESL is both a component of bilingual education as well as a stand-alone program. Services for some language minority students are also provided through special education. The student's Language Proficiency Assessment Committee (LPAC), who makes instructional placement and testing decisions, determines which program can best address the student's language needs. The program in which a particular student participates depends on the student's home language, grade level, language dominance, and program availability. *Parental permission is required for all programs.*

Table 1 presents the number and percent of students served in each program, as well as the number and percent of parental refusals. For the 1997-98 school year, there were 10,538 LEP students; however, program service was not recorded in the LEPS Master File for 72 (1%) students.

Table 1: Program Service to LEP Students, Pre-K-12, 1997-98

Program	Number of Students	Percent of Student
Bilingual	6,468	61%
ESL	2,108	20%
Special Education in Bilingual/ESL	649	6%
Parental Refusal in Bilingual; served in ESL	486	5%
Parental Refusal	758	7%
Data Not Available	72	1%
Total	10,538	100%

Transfers

LEP students requiring additional services may need to transfer to other campuses where enhanced services (bilingual education at the elementary schools and ESL programs at middle/junior high and high schools) are offered. In 1997-98, there were 45 bilingual transfers (35 students spoke Vietnamese, 8 students spoke Spanish, and 2 students were classified as Other). With the exceptions of Pre-K and grade 7, transfers occurred at all grade levels, although more of the transfers took place at the elementary level (84%) than at the secondary level (16%) (see Table 2). The number of students requesting transfers has declined for the past three years.

Table 2: Bilingual Transfers, Pre-K-12, 1997-98

Grade	Spanish Students Transferred	Vietnamese Students Transferred	Other Students Transferred	Total Students Transferred
Pre-K	0	0	0	0
1	0	3	0	3
2	1	5	0	5
3	1	5	0	6
4	0	15	1	16
5	1	6	0	7
All Elementary	3	34	1	38
6	0	0	1	1
7	0	0	0	0
8	0	1	0	1
9	1	0	0	1
10	2	0	0	2
11	1	0	0	1
12	1	0	0	1
All Secondary	5	1	1	7
Total	8	35	2	45

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DESCRIPTION OF LEP POPULATION IN AISD

In the 1997-98 school year, 9,780 (93%) limited English proficient students were served by the district's Bilingual Education/ESL Programs – 7,774 elementary students (grades pre-K-6), 1,207 middle school students (grades 6-8), and 799 high school students (grades 9-12). The parents of an additional 758 (7%) LEP students refused program services (see Table 3). The total number of LEP students in AISD in 1997-98, including the number served and the parent refusals, was 10,538.

Table 3: LEP Students Served, and Parent Refusals, by Grade, 1997-98

Grade	Number Served	Parent Refusals	Total
Pre-K	1,180	3	1,183
K	1,277	7	1,284
1	1,258	27	1,285
2	1,206	29	1,235
3	1,036	47	1,083
4	928	63	991
5	802	53	855
6	87	9	96
Elementary, Pre-K-6 Total	7,774	238	8,012
6	496	147	643
7	397	94	491
8	314	95	409
Middle School 6-8 Total	1,207	336	1,543
9	343	81	424
10	250	44	294
11	128	28	156
12	78	31	109
High School 9-12 Total	799	184	983
Total Pre-K-12	9,780	758	10,538
(Percent)	(93%)	(7%)	(100%)

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Ethnicity

Table 4 shows a breakdown of the 9,780 LEP students served, by ethnicity and grade span in AISD. The majority of students served in each grade span were Hispanic; the second-largest ethnicity represented at each grade span was Asian.

Table 4: Number and Percent of LEP Students Served by Ethnicity, and Grade Span, 1997-98

Ethnicity	Pre-K-5	6-8	9-12	Pre-K-12 Total
Hispanic	7,080 (92%)	1,206 (93%)	712 (89%)	**8,998** (92%)
Asian	469 (6%)	54 (4%)	66 (8%)	589 (6%)
White	101 (1%)	25 (2%)	17 (2%)	143 (1%)
African American	26 (<1%)	7 (<1%)	4 (<1%)	37 (<1%)
Native American	11 (<1%)	2 (<1%)	0 (0)	13 (<1%)
Total	7,687 (100%)	1,294 (100%)	799 (100%)	9,780 (100%)

Languages Spoken

Most LEP students served were native Spanish speakers (92%). Speakers of Vietnamese comprised the next largest segment of the AISD LEP population (3%), followed by Korean (1%), Chinese (1%), Cambodian (<1%), and all other languages (3%) (see Table 5). In 1997-98, language minority students at AISD represented 49 language groups.

Table 5: Languages Spoken by LEP Students, Pre-K-12, 1997-98

Language	Number Served	Percent of Students
Spanish	9,009	92%
Vietnamese	299	3%
Korean	100	1%
Chinese	96	1%
Cambodian	5	<1%
All Others	271	3%
Total	9,780	100%

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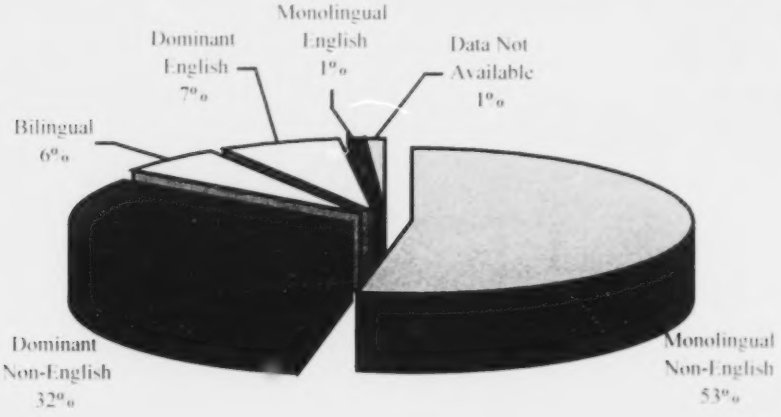
Language Dominance

Figure 1 displays the percent of LEP students served by language dominance. Slightly more than one half of the AISD LEP population (53%) is non-English monolingual, and 32% of the students are dominant in a language other than English. A total of 85% of students receiving alternative language program services are either monolingual or dominant in a language other than English. A child who speaks mostly one language and a little of another language is considered dominant in the first language.

Figure 1: Students Served by Language Dominance, Pre-K-12, 1997-98



Demographics

Table 6 presents demographic information on AISD's LEP students for 1997-98. Most language minority students are from low-income families. As these students progress through school, an increasingly greater percent of them become overage for their grade. For the 1997-98 school year, 27% of the LEP middle school students were overage, and more than half (59%) of LEP high school students were overage.

Table 6: LEP Students Served, Demographic Indicators, 1997-98

Demographic Indicators	Elementary		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
Low Income	7,027	92%	1,090	91%	604	77%
Overage for Grade	438	6%	327	27%	463	59%
Special Education	616	8%	122	10%	21	3%
Gifted and Talented	179	2%	7	1%	0	0

Growth in AISD Population

With the exception of the 1997-98 school year, the growth of the LEP student population (served plus refusals) has increased each year for the past nine years (see A&E Publication No. 94.05). Table 7 includes the number of LEP students (served plus refusals) for the past five years.

Table 7: Growth of LEP Population (Served Plus Refusals), 1993-94 Through 1997-98

School Year	Number of Students	Increase/Decrease from Prior Year
1997-98	10,538	-982
1996-97	11,520	+1,230
1995-96	10,290	+1,151
1994-95	9,139	+1,050
1993-94	8,089	+716

With the exception of the 1997-98 school year, the percentage of LEP students as a proportion of the AISD population has also increased each year over this time period. In the 1993-94 school year, LEP students comprised 11.5% of the district's students, the percentage had risen to 15.2% by 1996-97. The LEP student population declined by 982 students and to 13.9% of the AISD student population in the 1997-98 school year.

Table 8: LEP Students (Served Plus Refusals) as a Percent of AISD Population, 1993-94 Through 1997-98

School Year	# of LEP Students	# of AISD Students	% of LEP Students
1997-98	10,538	75,828	13.9%
1996-97	11,520	75,330	15.2%
1995-96	10,290	74,274	13.9%
1994-95	9,139	72,711	12.6%
1993-94	8,089	70,294	11.5%

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FINDINGS – ACADEMIC PROGRESS

Iowa Test of Basic Skills (ITBS)

The ITBS is a norm-referenced test (NRT) designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRT (e.g., percentile and grade equivalents or GEs) compare a student's performance with that of a national sample of students at the same grade. In 1997-98, students in grades 3, 5, and 8 took the ITBS. The 1997-98 school year was the fourth year the district administered the norm-referenced tests in the fall semester.

Table 9 presents the fall 1997 ITBS test results for ITBS for LEP students.

- Spanish-speaking LEP students at all grade levels, on all tests, scored below the national average. The testing was in October, the second month of school; hence, the national mean grade equivalent (GE*) was X.2, where X is the grade level, e.g. 2.2 at grade 2.
- LEP students speaking other languages scored above the national average in grades 3 and 5 in language, and grade 3 in mathematics.
- As the grade level increases, the difference between AISD mean grade equivalents and national mean grade equivalents increases for both Spanish and other languages. The exception is in mathematics for grade 8 for speakers of other languages.

Table 9: LEP Achievement, ITBS, 1997-98

Spanish Language						
	Reading		Language		Mathematics	
Grade	# Tested	Mean GE*	# Tested	Mean GE*	# Tested	Mean GE*
3	463	2.1	474	2.0	496	2.4
5	526	3.0	525	3.3	524	3.7
8	252	4.2	252	4.4	255	5.4
Other Language						
	Reading		Language		Mathematics	
Grade	# Tested	Mean GE*	# Tested	Mean GE*	# Tested	Mean GE*
3	67	3.0	68	3.4	69	3.3
5	21	3.8	21	5.2	23	4.6
8	13	4.6	14	5.5	14	7.8

*GE = grade equivalent

Texas Assessment of Academic Skills (TAAS)

The Texas Assessment of Academic Skills (TAAS) is a state-mandated criterion-referenced test (CRT) which has been administered since the 1990-91 school year. The TAAS replaced the earlier Texas Educational Assessment of Minimum Skills (TEAMS) which was administered from 1985-86 through 1989-90. Mastery of the Exit-level TEAMS became a requirement for graduation for all students receiving a high school diploma from Texas public schools in 1985-86. Since 1993-94, all students in grades 3-8 have been tested in reading and mathematics, and students in grades 4 and 8 have also been tested in writing. In 1993-94, science and social studies were administered in grades 4 and 8, but since that school year science and social studies continues to be administered only to students in grade 8. Passing the exit-level TAAS tests in reading, mathematics, and writing (beginning in grade 10) continues to be a requirement for graduation.

Figure 2 presents results from the 1997-98 TAAS administrations to LEP students in grades 3-8 and 10. Percent passing ("percent meeting minimum expectations") is shown for each grade for reading, mathematics, and all tests taken. As shown in the figure, the highest percentage of LEP students passing the TAAS occurred in reading in grade 4, followed closely by reading at grade 3 and mathematics at grades 4 and 5. The lowest percentage passing occurred at grade 8 on all tests taken, followed closely by grade 10. Grade 3 had the highest percentage of LEP students passing all tests taken, and grade 8 had the lowest percentage.

Figure 2: 1997-98 LEP Students, Percent Passing English TAAS

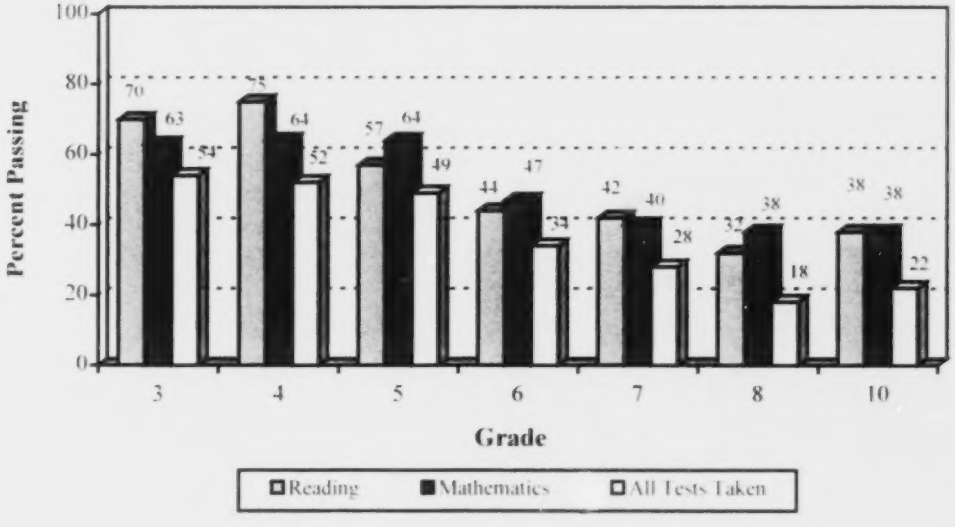


Figure 3 compares the percent of AISD LEP students passing all TAAS tests taken at each grade level to the corresponding percent of LEP students throughout the state for spring 1998. At all grade levels, AISD LEP students scored lower than LEP students statewide. The largest differences are in grades 3 and 5, where only 54% and 49% respectively of AISD LEP students passed all tests taken, compared to 67% and 62% respectively statewide. By comparison, AISD non-LEP students likewise scored below non-LEP students statewide at all grade levels. Among non-LEP students, the largest differences were at grades 8, and 7: 60% and 68% of non-LEP AISD students passed all tests taken compared to 72% and 78% of non-LEP students statewide (see Figure 4.)

Figure 3: Percent Passing All Tests Taken on English TAAS, AISD LEP Students vs. Statewide LEP Students, 1997-98

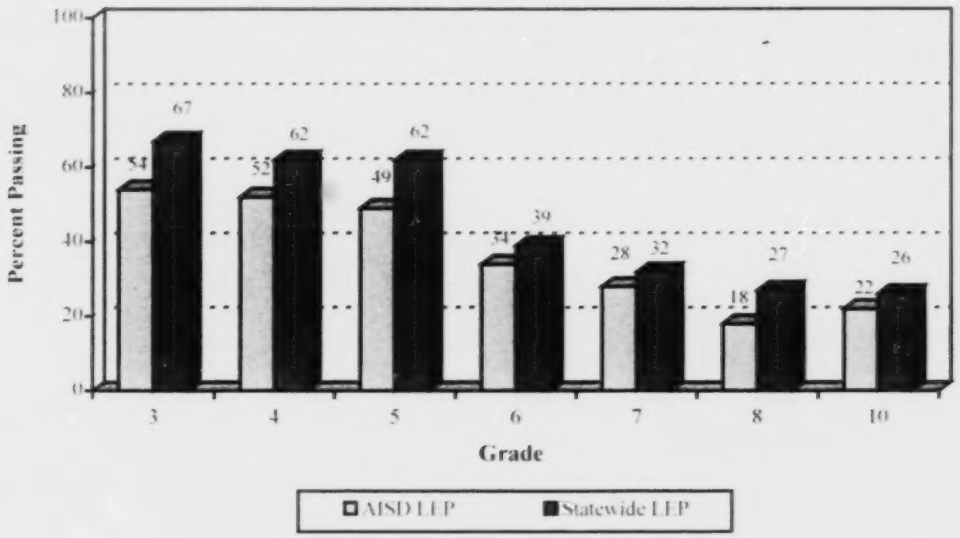


Figure 4: Percent Passing All Tests Taken on English TAAS, AISD Non-LEP Students vs. Statewide Non-LEP Students, 1997-98

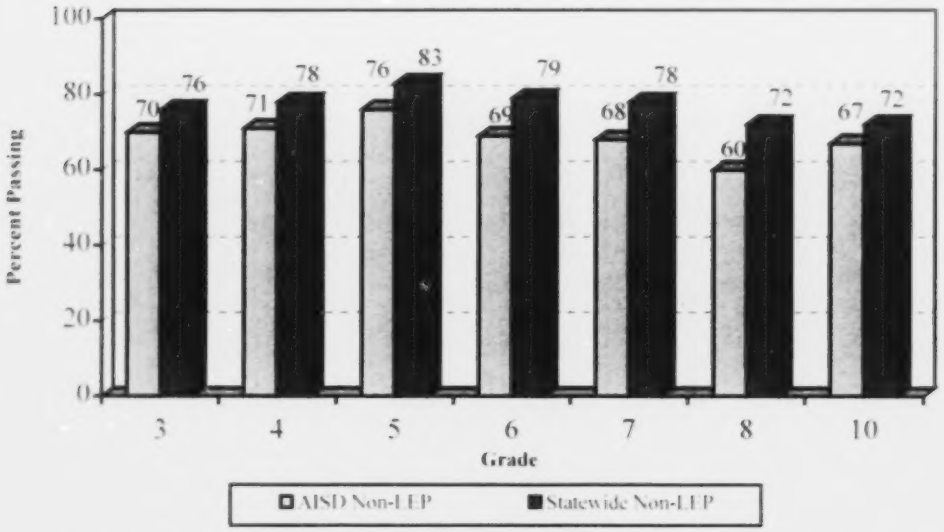


Table 10 shows the difference in percent passing for LEP students between the 1997-98 and 1996-97 school years. The percent passing in 1996-97 was subtracted from the percent passing in 1997-98 for each grade and for each subject: i.e., all tests taken, reading, and mathematics. Increases indicate more students are passing TAAS. Increases in percentages passing were made in 18 of 21 comparisons, including:

- All tests taken: grades 4, 5, 7, 8, and 10;
- Reading: 3, 4, 5, 6, 7, 8, and 10 (all grades);
- Mathematics: 4, 5, 6, 7, 8, and 10.

Decreases occurred in all tests taken at grades 3 and 6, and in mathematics at grade 3. When comparing the differences in percent passing to the previous school year, the same number of decreases occurred but at different grade levels.

Table 10: LEP Students, Two-Year Comparison of English TAAS Scores, Differences in **Percent Passing, 1996-97 and 1997-98**

	All Tests Taken Percent Passing			Reading Percent Passing			Mathematics Percent Passing		
Grade	1996-97	1997-98	Difference	1996-97	1997-98	Difference	1996-97	1997-98	Difference
3	57	54	-3	66	70	+3	66	63	-3
4	37	52	+15	54	75	+21	53	64	+11
5	40	49	+9	51	57	+6	58	64	+6
6	38	34	-4	40	44	+4	41	47	+6
7	20	28	+8	31	42	+11	32	40	+6
8	13	18	+5	29	32	+3	24	38	+14
10	18	22	+4	32	38	+6	37	38	+1

Figures 5 through 11 present the increases and decreases in the percent passing scores of LEP students for the past three school years. With few exceptions, the percents passing of LEP students have increased during the past three school years. As the figures show:

- Percents passing in grades 3, 4, 5, 6, 8, and 10 have increased consistently in reading, with only one exception in 1996-97.
- Percents passing in grades 5, 8, and 10 have increased consistently in reading, mathematics, and all tests taken.
- Percents passing in grade 6 have increased consistently in reading and mathematics.
- Percents passing in grade 7 have increased consistently in mathematics and all tests taken.

Figure 5: LEP Percent Passing Mathematics, Reading, and All Tests Taken, in School Years 1995-96, 1996-97, and 1997-98, Grade 3

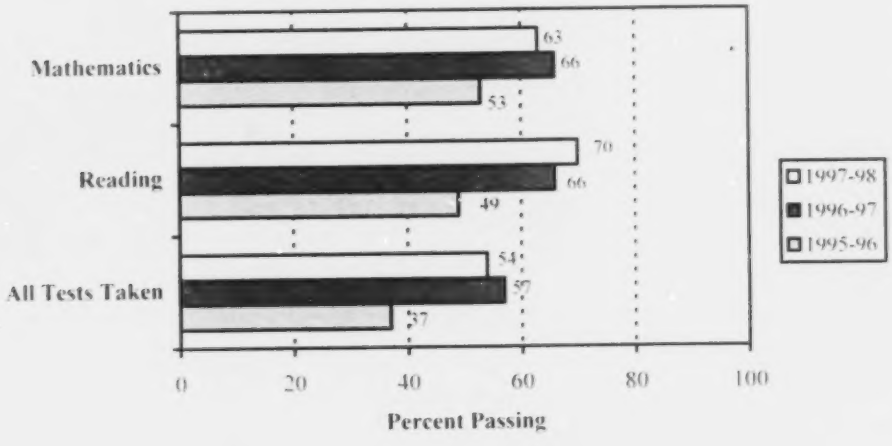


Figure 6: LEP Percent Passing Mathematics, Reading, and All Tests Taken, in School Years 1995-96, 1996-97, and 1997-98, Grade 4

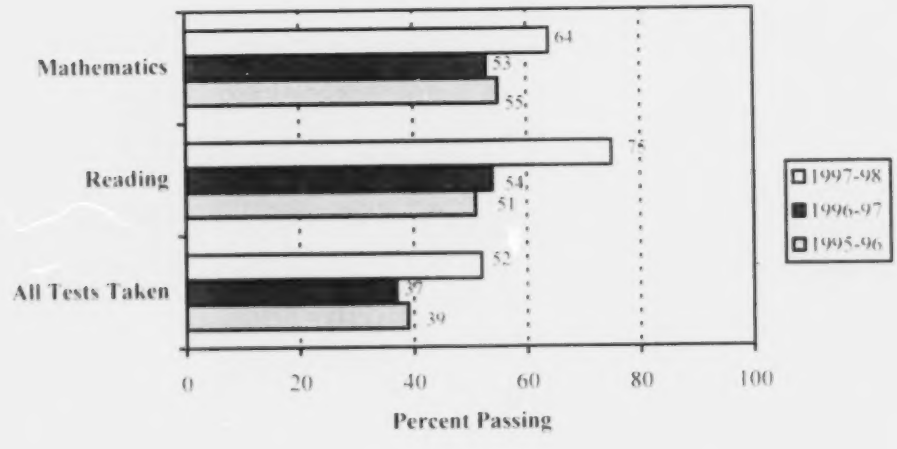


Figure 7: LEP Percent Passing Mathematics, Reading, and All Tests Taken, in School Years 1995-96, 1996-97, and 1997-98, Grade 5

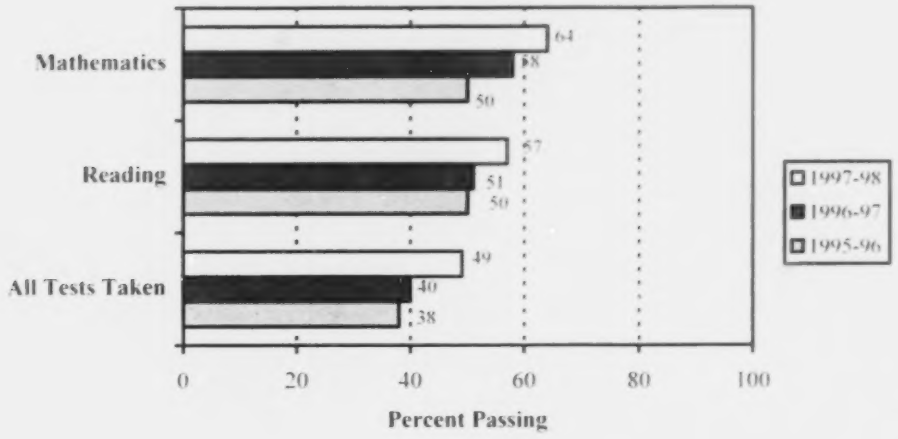


Figure 8: LEP Percent Passing Mathematics, Reading, and All Tests Taken, in School Years 1995-96, 1996-97, and 1997-98, Grade 6

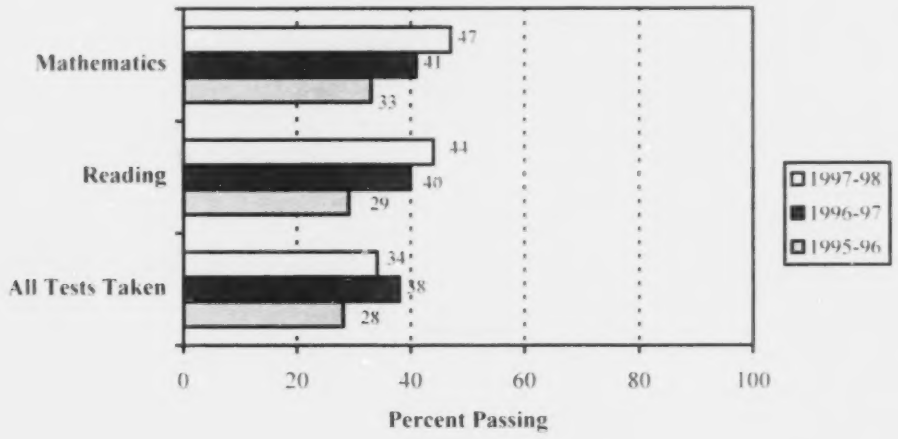


Figure 9: LEP Percent Passing Mathematics, Reading, and All Tests Taken, in School Years 1995-96, 1996-97, and 1997-98, Grade 7

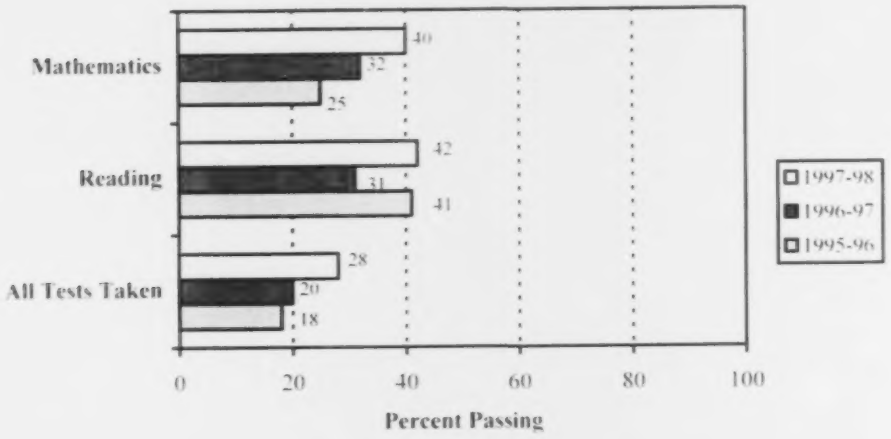


Figure 10: LEP Percent Passing Mathematics, Reading, and All Tests Taken, in School Years 1995-96, 1996-97, and 1997-98, Grade 8

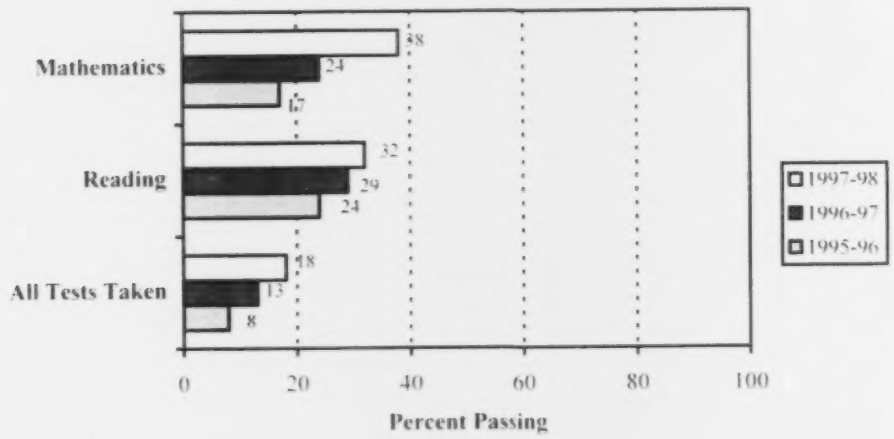
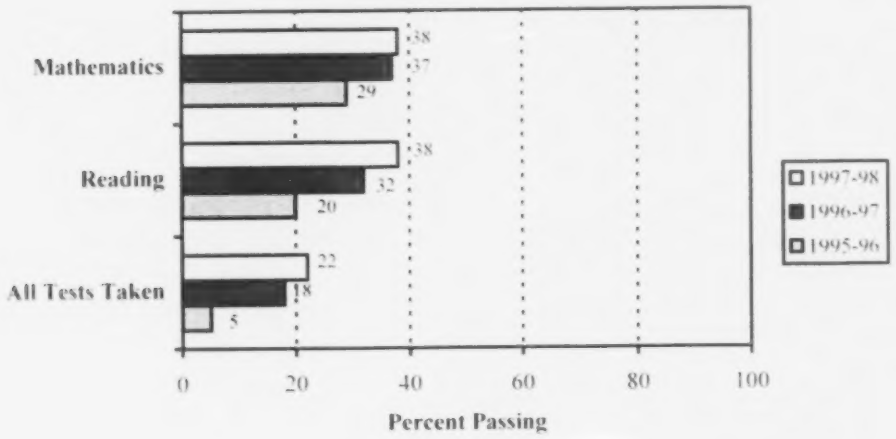


Figure 11: LEP Percent Passing Mathematics, Reading, and All Tests Taken, in School Years 1995-96, 1996-97, and 1997-98, Grade 10



Texas Assessment of Academic Skills – Spanish

In order to evaluate the academic skills of LEP students served in Spanish-language bilingual education programs and thereby address their educational needs, the State Board of Education has called for phasing in Spanish versions of the TAAS assessments at grades 3-6. Spanish-version tests are being developed for these grades because many Spanish-dominant students receive academic instruction in Spanish at these grade levels. Data from the Spanish-version assessments will be used in the state's accountability system. The Spanish TAAS, based on the Texas Education Agency's (TEA) Texas Essential Knowledge and Skills (TEKS), will provide a vehicle for examining the annual progress in student performance.

The Spanish-version TAAS tests in reading and mathematics are designed to be as comparable as possible to the English-language assessments. An approach to test development that helps ensure the assessment of comparable content is the "transadaptation" of existing items from English. "Transadaptation" describes an adaptive translation process that maintains comparable academic content while accommodating differences in cultural content and readability levels inherent between languages. Translators rely on the state-adopted textbooks in Spanish, current bilingual educational methodologies, and input from bilingual educators to guide their work. The ultimate goal of the TAAS development process in English and Spanish is to allow students to demonstrate their academic skills using appropriate, comparable content that is consistent with the state curriculum. In this manner, the TAAS assessments will be useful instruments for examining annual progress in student performance.

The "Implementation Schedule" for TEA stated that all Spanish-version tests would be fully implemented by the spring of 1998. For the past three school years, the testing dates for administering the Spanish TAAS have coincided with the dates for the English TAAS administration.

In 1997-98, a total of 960 bilingual students and 102 English as a Second Language students in grades 3-6 participated in the Spanish reading testing program; and a total of 922 bilingual students and 103 ESL students in grades 3-6 participated in the Spanish mathematics testing program. Table 11 presents the results of the Spanish TAAS for LEP students.

- Of the bilingual students tested in the third grade, 61% passed reading and 60% passed mathematics; of the ESL students tested, 67% passed both reading and mathematics.
- Of the bilingual students tested in the fourth grade, 48% passed writing, 24% passed reading, and 35% passed mathematics.
- Of the bilingual students tested in the fifth grade, 40% passed both reading and mathematics.
- Of the bilingual students tested in the sixth grade, 15% passed reading and 25% passed mathematics; of the ESL students 33% passed reading and 35% passed mathematics.

Table 11: Number and Percentage Passing Spanish TAAS, Writing, Reading, and Mathematics, and All Tests Taken, Grades 3-6, 1997-98

Grade	Bilingual Students							
	Writing		Reading		Mathematics		All Tests Taken	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A*	N/A	417	61%	405	60%	417-Read 405-Math	48%
4	336	48%	318	24%	301	35%	318-Read 301-Math 336-Writing	20%
5	N/A	N/A	205	40%	196	40%	205-Read 196-Math	29%
6	N/A	N/A	20	15%	20	25%	20-Read 20-Math	10%
Grade	**English as a Second Language/ESL Students**							
	Writing		Reading		Mathematics		All Tests Taken	
	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing	# Tested	% Passing
3	N/A	N/A	12	67%	12	67%	12-Read 12-Math	58%
4	3*	---	2*	---	2*	--		--
5			1	---	1	--		---
6	N/A	N/A	87	33%	88	35%	87-Read 88-Math	25%

N/A – The Writing Test is only administered in grades 4, 8, and Exit Level.

* No data are reported by TEA for groups of fewer than five students.

* Source: TEA TAAS Reports, July 1998.

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Statewide, 66% of all LEP third grade students passed the reading and 66% mastered mathematics. Throughout the state, 39% of students in the fourth grade passed the reading portion of the Spanish TAAS, and 58% mastered the mathematics section of the test. Fifty percent (50%) and 29% of bilingual students in grades 5 and 6 passed reading; and 57% and 42% of students in grades 5 and 6 passed mathematics. (See Figure 12) The percent passing for statewide bilingual students in writing was 63%. Overall, a lower percentage of AISD LEP students in grades 3, 4, 5, and 6 passed the Spanish TAAS tests in reading and mathematics than LEP students statewide. (See Figures 13 and 14)

Figure 12: Statewide Spanish TAAS, Percent Passing Reading and Mathematics Tests, 1997-98

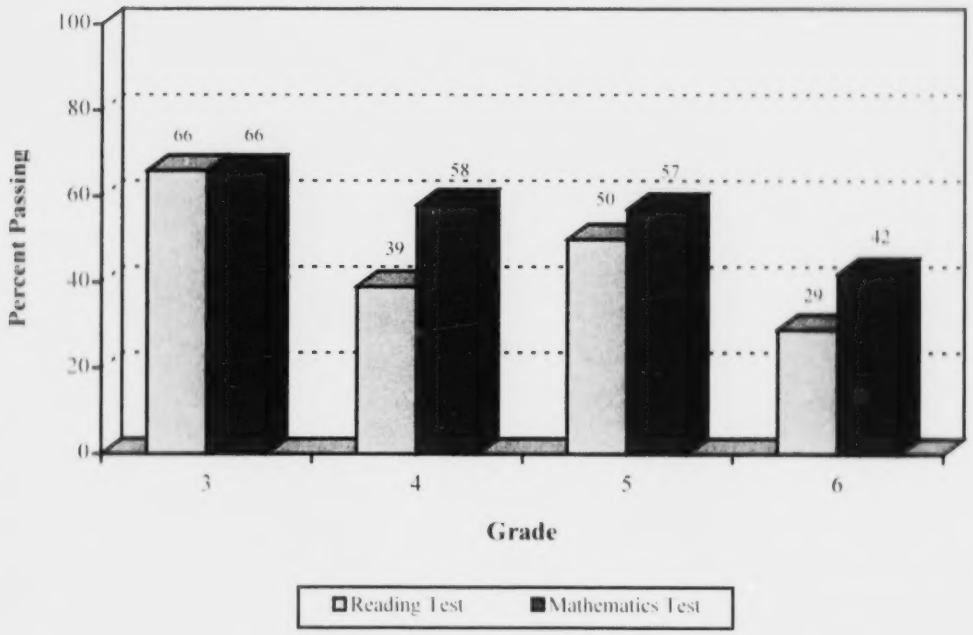


Figure 13: Percent of LEP Students Passing Spanish TAAS Reading, AISD vs. State, 1997-98

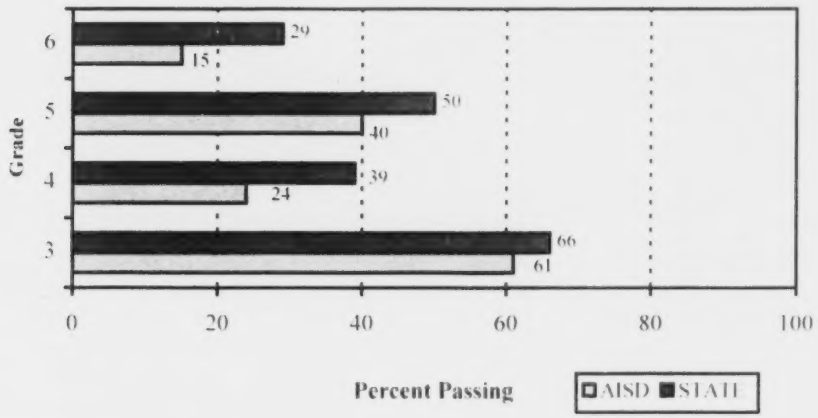
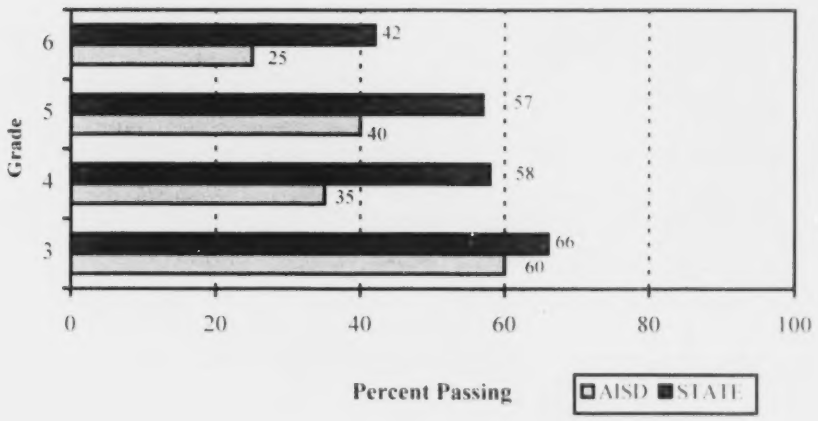


Figure 14: Percent of LEP Students Passing Spanish TAAS Mathematics, AISD vs. State, 1997-98



La Prueba de Realización

For students whose primary language is not English, an English-language achievement test may not provide an accurate assessment of the students' academic proficiency and progress. For LEP students whose primary language is Spanish, it may be more appropriate to test with an instrument written in Spanish. AISD uses La Prueba de Realización, Segunda Edición (Tests of Achievement, Second Edition) for students designated by their LPACs to be tested in Spanish. Norms for the test were developed in 1990. For comparison of individual and group performances with that of Spanish-speaking students nationwide, students' raw scores can be converted to national percentiles.

Table 12 presents the mean percentiles in Reading, Mathematics, and on the Composite scores, by grade level for 1997-98. As the table shows:

- In 1997-98, LEP students in grade 8 scored above the national average in reading.
- As in previous years, LEP students generally scored below the Spanish-speaking national comparison group on Reading, Mathematics, and Composite scores.

Table 12: La Prueba de Realización, Mean Percentiles, 1997-98

Grade	Reading		Mathematics		Composite	
	Number Tested	Percentile Rank	Number Tested	Percentile Rank	Number Tested	Percentile Rank
3	20	37	20	12	15	24
4	13	25	13	18	12	18
5	1	30	1	7	1	23
6	20	21	20	27	0	-
7	51	45	51	39	30	36
8	25	55	24	39	24	46

With the development of the state-mandated tests in Spanish for grades 3, 4, 5, and 6, there has been a decline in the number of students taking the La Prueba de Realización; therefore matched groups of students are increasingly difficult to establish. In the future, more LEP students will be assessed with the Spanish TAAS, but the La Prueba will be used as an alternative assessment when deemed appropriate. In spring 1997-98, 130 students were tested with La Prueba; consequently, only one student was matched with the students tested in 1996-97. *It was not possible to establish matched groups in 1997-98.*

English Proficiency

The district's objective is to assist LEP students attain English proficiency and meet the state's performance standards. The exit criteria for LEP students are primarily determined by state law and the district's criteria reflect adherence to the state mandate. In AISD, English proficiency is determined by performance on standardized tests. When a student becomes sufficiently proficient in English to function in an all-English classroom without assistance, the student is ready to exit LEP status. To exit LEP status a student must:

- Score at least at the 40th percentile in both the English reading and the English language arts sections on the Iowa Tests of Basic Skills (ITBS), or
- Pass all three Texas Assessment of Academic Skills (TAAS) tests (Reading, Mathematics, and Writing [when available]) in English.

A student's LPAC may choose to have an oral proficiency test, such as the Language Assessment Scales (LAS) or the Individual Diagnostic English Assessment (IDEA), administered for additional information. In making the determination, the LPAC also considers the student's overall progress as demonstrated by grades and the teacher's recommendation. An exited LEP student is monitored for two years to ensure he/she has been successful in an all-English instructional program. The final determination that a student is ready to exit from LEP status is a campus-level decision.

Number of Exits

Prior to the 1992-93 school year, it was possible to determine how many students exited the program in a given school year. In the 1993-94 school year, a district student assessment task force made the recommendation that the district's standardized achievement testing program be changed from a spring to a fall administration of selected grades in fall 1994. Because of the changes in the testing schedule at the district level, the LPAC decisions were delayed and student exits were recorded on the LEPS Master File on an ongoing basis instead of a single time during the school year. In the face of this difficulty, it was decided that it was necessary to modify when exited students were counted. A single-year span was deemed an unreliable reflection of the number of LEP exits; therefore a two-year span was selected.

Since the decision was made to count exited LEP students every two academic years, three groups of exited students have been identified (see Table 13).

Table 13: Exited Groups of LEP Students, 1992-1998

Group	Academic Years for Exited LEP Students	Original Number of Exited Students
Group 1	August 25, 1992 – May 31, 1994	454
Group 2	June 1, 1994 – May 31, 1996	444
Group 3	June 1, 1996 – May 31, 1998	650

Both Groups 1 and 2 were revisited in 1996-97 with the Office of Program Evaluation's GENeric Evaluation System (GENESYS) and again in 1997-98 to examine current school grade levels, as well as other relevant academic data and progress indicators. Longitudinal information for both groups is included in the Longitudinal Study section of this report. *It is most important to remember that because exited LEP students are monitored for two years upon program exit, several students were counted as members of two exit groups. Between Group 1 and Group 2 five students exited and reentered the program; between Group 2 and Group 3 thirteen (13) students showed up with dual entry/exit information and six (6) with conflicting re-entry and re-exit information.* Data for the most recent group of exited LEP students (Group 3) is also included in that section. Table 14 presents the grade levels of all three groups of exited LEP students. Exited students from the first two groups continue to progress to the next grade level, as evidenced by the smaller number of students in the elementary grades.

Table 14: Grade Levels of Exited LEP Students, 1992-1998

1997-98 Grade Level	Exited LEP Students 8/25/92 through 5/31/94 Group 1	Exited LEP Students 6/1/94 through 5/31/96 Group 2	Exited LEP Students 6/196 through 5/31/98 Group 3
2	0	0	0
3	0	0	1
4	0	0	70
5	0	36	118
EL 6*	4	7	11
Elementary Total	4	43	200
MS 6*	32	45	112
7	57	63	116
8	60	80	79
Middle/Junior High Total	149	188	307
9	70	63	73
10	31	17	9
11	21	9	28
12	17	18	33
High School Total	139	107	143
Total Number of Exited Students	**292**	**338**	**650**

* EL = Elementary grade 6 *MS 6 = Middle school grade 6

In addition to performance indicators on standardized tests, other variables provide useful information regarding student progress. Table 15 compares the performance of the 1997-98 served LEP students with students districtwide in terms of attendance, discipline, potential retention, and school leaver rates, and mean grade point average (GPA). Data were obtained from GENESYS for the spring 1998 semester for 9,648 LEP students. As seen in Table 15:

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- The attendance rate of LEP students at the elementary grades and middle/junior high school was higher than elementary and middle/junior high school students districtwide. The attendance rate for LEP high school students was lower than that of high school students districtwide.
- The discipline rates for LEP students in elementary, middle/junior high school, and high school were lower than the discipline rates for all students in the district.
- LEP students in middle/junior high school and high school were recommended for potential retention at higher rates than students districtwide; the potential retention rate for elementary LEP and districtwide students was the same.
- The school leaver rate was lower in the middle/junior high school for LEP students than it was for students districtwide, but the school leaver rate was higher for LEP high school students than for districtwide students.

Table 15: Progress Indicators, LEP Programs, Compared to Overall District, Spring 1998

Progress Indicators	Elementary		Middle/Junior High School		High School	
	LEP	District	LEP	District	LEP	District
Attendance Rate	96.2%	95.5%	94.4%	93.5%	85.1%	88.1%
Discipline Rate	0.7%	1.5%	11.5%	11.8%	3.8%	5.3%
Potential Retention Rate	0.5%	0.5%	23.0%	16.1%	10.5%	7.7%
School Leaver Rate	N/A	N/A	.4%	.6%	5.6%	3.3%
Mean GPA	N/A	N/A	81.3	83.4	75.2	79.3

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ALTERNATIVE LANGUAGE PROGRAM BILINGUAL/ESL PROFESSIONAL STAFF DEVELOPMENT

In compliance with State law, the 1997-98 evaluation plan for the Bilingual/ESL Programs included evaluation questions concerning the number of teachers and teacher assistants trained, the scope and frequency of the training conducted, and the results of the training. During the 1997-98 school year, the district's bilingual coordinators collected sign-in sheets, staff development agendas and workshop descriptors, workshop information sheets for the Professional Development Academy (PDA), correspondences to campuses, substitute teacher charge forms and copies of evaluation forms from workshop participants, and other relevant information to answer the questions.

Most of the training occurred at AISD's Professional Development Academy, which is the district's facility for professional staff development. Four workshops that provided training in word processing, creating databases, and the selection of appropriate software for the bilingual classroom were conducted in the computer laboratory at Linder Elementary.

Frequency of Training Activities

Professional staff development transpired throughout the academic year. The collaboration of the bilingual coordinators resulted in a total of 32 professional development workshops. Twenty-four workshops (75%) were held during the 1997 fall semester, and eight (25%) were held during the spring semester.

Six workshops were all-day commitments for teachers, beginning at 8:30/9:00 AM and ending at 3:30/4:00 PM. Of the eight workshops lasting three to three and one-half hours, four were held in the morning at some time between 8:00/8:30 AM to 11:30/12:00 PM. Nine workshops had a duration of two to two and one-half hours: the three morning sessions started at 8:30 AM and finished by 10:30 AM, and the five afternoon workshops started some time between 1:00/4:00 PM and were completed by 3:00 PM/6:30 PM. The remaining seven workshops that lasted one to one-and one-half hours were all conducted in the afternoon. Appendix B lists all 32 professional staff development activities and the specific details pertaining to each workshop. The classifications of awareness, application, and implementation are training levels that address varying levels of difficulty and expertise.

Number of Teacher and Teacher Assistants Trained

In 1997-98, a total of 636 staff members participated in professional staff development for teachers and teacher assistants of LEP students. Among the participants were assistant principals, helping teachers, counselors, curriculum specialists, coordinators, teachers, and data entry clerks. The teacher assistants in the Bilingual/ESL and Special Education Programs did not participate in professional staff development during the 1997-98 school year.

The professional staff development workshops occurred in increments of one hour to one hour and one-half, two hours to two and one-half hours, three hours to three and one-half hours, and five hours to six and one-half hours. Altogether, 90.5 hours of professional staff

development training on topics related to bilingual education were delivered to 636 teachers, administrators, and other bilingual support staff, for a total of 6,866 staff-hours (see Table 16).

Table 16: Professional Staff Development for Bilingual Teachers, Administrators, and Other Bilingual Support Staff, 1997-98

Duration of Workshop – Number of Hours	Number of Workshops	Number of Participants	Total Number of Staff Hours
1	6	130	780
1.5	3	78	351
2	8	89	1,424
2.5	1	46	115
3	6	151	2,718
3.5	2	33	231
5.5	1	42	231
6	3	29	522
6.5	2	38	494
Total	32	636	6,866

Scope of Training

The general themes of the professional staff development activities for the teachers of language minority children centered on providing teachers and support staff with programmatic information with an elementary and secondary focus, and instructional activities applicable to all grade levels. In addition, professional development activities provided training to facilitate bilingual/ESL and oral proficiency endorsement, the new ESL adopted materials, technology, and general topics related to bilingual instruction.

During August and September 1997, the bilingual coordinators provided 12 workshops, which addressed programmatic issues including the following:

- A current overview of the state and district requirements involved in identifying and planning appropriate instruction of LEP students, and the guidelines applicable to the Language Proficiency Assessment Committee (LPAC).
- The use of two instruments for language assessment for both identification and instructional purposes.
- A review of current policies and procedures regarding LEP student identification and appropriate placement with new bilingual teachers coming into AISD.
- A presentation and hands-on training in a computer laboratory to data entry clerks and other campus staff on appropriate data entry procedures for LEP students and timelines governing established procedures.

A total of 214 teachers and other school personnel participated in the workshops addressing programmatic issues. They provided instruction and school related services to students in grades Pre-K-12.

The instructional workshops provided training primarily for elementary teachers, but two workshops addressed some of the instructional concerns of secondary teachers. More specifically the workshops covered:

- Three training activities focused on introducing the teachers to the new state-adopted ESL materials for grades 1-8, and one workshop provided follow-up in spring 1998.
- Four workshops provided teachers with instructional strategies for early literacy development, and one workshop with strategies for effective practices for teaching reading.
- One workshop reviewed the latest information available on the Spanish TAAS tests, and appropriate instructional strategies for the Spanish reading, mathematics, and writing tests.
- Two training activities were designed for middle/junior high school and high school teachers. One group of secondary teachers, who provide instruction for DELTA students, was introduced to second language acquisition, appropriate ESL instructional strategies, and suggestions on content modification to accommodate second language learners. The other group of ESL teachers participated in cooperative working groups during the workshop. Their goals were to learn effective strategies in reading, writing, and thinking approaches and to find techniques for applying ESL methodology to the content areas.

Throughout the academic year, a total of 300 elementary and secondary teachers participated in instructional professional development training activities.

Twelve hours of training were dedicated to improving teachers' technological skills. A total of 79 elementary teachers participated in four after school workshops.

- Two sessions on word processing, one introductory and one intermediate-level, were provided in a computer laboratory environment.
- One workshop exposed teachers to the basic principles of databases, and in the other session teachers had multiple opportunities to study and use quality computer software programs which support bilingual instruction.

Four workshops, two Texas Oral Proficiency Test (T.O.P.T.) and two Examination for the Certification of Educators in Texas (ExCET) sessions prepared teachers for taking examinations that would facilitate their bilingual certification process. The professional development workshops had 43 participants, who taught in elementary, middle/junior high, and high school.

Results of Training

Teachers completed evaluation forms for 30 (94%) of the workshops, the results were tallied and percentages calculated. The participants who attended the workshop on November 8, 1997 used an evaluation form with open-ended questions. Otherwise, the evaluation forms completed by the participants for the remaining workshops were from the Professional Development Academy. During the 1997-98 school year, the evaluation form from PDA underwent some modifications. In previous years, the evaluation form had five general evaluation sections, and categories within those sections; a section for comments, a section for listing training topics that were of interest, and a place for teachers to suggest improvements for future teacher training and development. The new form currently has three general evaluation sections, and the remainder of the form has not been altered. The older form was used primarily in the fall and the modified version in the spring.

The rating scale is a 5-point scale with the following choices: "strongly disagree" = 1, "disagree" = 2, "neutral" = 3, "agree" = 4, and "strongly agree = 5. See Appendices C.1–C.30 for results on individual workshops and the modifications on the evaluation form. The majority of responses, on both older and modified evaluation forms, for all workshops were in the "agree and strongly agree" categories. Results of the professional development evaluation forms indicated that participants:

- Strongly agreed or agreed that the objectives were clearly stated and relevant.
- Strongly agreed or agreed that the content and instruction were in agreement with the stated objectives, at appropriate levels, appropriately paced, stimulating, indicated thoughtful planning and were effectively organized.
- Strongly agreed or agreed that the instructor was knowledgeable, used effective techniques, and encouraged the exchange of ideas.
- Strongly agreed or agreed that the environment or facilities were adequate and the time of the workshop was appropriate.
- Strongly agreed or agreed that the information presented was useful.

The older evaluation form, used primarily in fall 1997, asked participants if they "would like more training in the area." Of the 23 evaluation forms submitted, 17 (74%) strongly agreed or agreed with the possible option of additional professional development in the specific area or topic that was being studied. Overall, the professional staff development provided by the bilingual coordinators was appropriate and could be implemented by the participants.

Additional data were gathered from central office records in the form of reimbursements made to teachers for expenses incurred during the alternative certification process. A total of 23 teachers were reimbursed for tuition and/or fees after satisfactorily passing the state examination. Nineteen teachers passed the ESL ExCET, four the Bilingual ExCET, and one teacher the T.O.P.T. examinations. One teacher took two examinations, altering the count to 24. The district provides reimbursements for the examinations as an incentive for teachers of language minority children to acquire appropriate certification.

LONGITUDINAL STUDIES

In addition to tracking trends in the LEP population over time (e.g., achievement, attendance, discipline, potential retention, school leaver rates, etc.) as a gauge for program effectiveness, evaluation staff also conducted longitudinal studies. Two are described in this report: 1) three groups of exited LEP students, and 2) LEP students served versus LEP refusals.

FOLLOW-UP ON EXITED STUDENTS

To determine how LEP students perform after they leave the bilingual program, achievement and progress indicators for the 1997-98 school year were examined for three groups of former LEP students who had exited the Bilingual/ESL Programs. The students in Group 3 were exited at some point in time during the beginning of the 1996-97 school year through the end of the 1997-98 school year (June 1, 1996 to May 31, 1998). Group 2 students were exited at some point in time from the beginning of the 1994-95 school year through the end of the 1995-96 school year (June 1, 1994 to May 31, 1996). The students in Group 1 were exited from the bilingual program some time between the beginning of the 1992-93 school year through the end of the 1993-94 school year (August 25, 1992 to May 31, 1994).

Former LEP Students Group 3

The most recent group of exited LEP students was identified during the 1998 summer. A group of 650 former LEP students (Group 3), who had exited the Bilingual/ESL Program at some point during the beginning of the 1996-97 school year and the end of the 1997-98 school year (June 1, 1996 to May 31, 1998), was identified from the LEPS Master File. Of these students, all (100%) were at AISD at the end of the second semester 1997-98. At the time of identification (May 31, 1998), the exited students were in grades 3-12: 200 in grades 3-6; 307 in grades 6-8; and 143 in grades 9-12. Twenty-eight former LEP students from Group 3 graduated in 1997-98.

Outcome data were obtained for the three groups of students, elementary, middle/junior high, and high school, through the use of GENESYS. The data for Group 3 are summarized across grade spans in Table 17.

- Compared to the rates of all AISD middle/junior high school and high school students leaving school before completing the school year as of the end of 1997-98, the school leaver rates for former LEP students were lower for the middle/junior high school and high school students than the district rates.
- Lower percentages of former LEP students in middle/junior high school and high school were recommended in spring 1998 for potential retention the following year than students districtwide.
- Compared with the overall GPAs for all middle/junior high school and high school students, the GPAs of former LEP students were higher.
- The attendance rates of former LEP students at the elementary, middle/junior high school, and high school were higher than the respective overall district attendance rates at those grade levels.

- Compared with the overall percentages of students involved in discipline incidents, former LEP students in middle/junior high school had lower rates than students districtwide. For the former LEP students in high school, the discipline rate was higher in the fall of 1997 and lower in spring 1998. The discipline rate for former elementary LEP students was higher for both semesters than for students in the district.

These results on other performance indicators are noteworthy because former LEP students are continuing to attend school, they are maintaining their GPAs, and they are not leaving school.

The achievement of the 650 exited LEP students as measured by standardized tests is presented in Tables 18 and 19. Table 18 presents the spring 1998 TAAS results and Table 19 gives the students' median scores from the fall administration of the ITBS.

- The percentages passing TAAS were at exemplary or recognized levels on the Mathematics Tests for all grade levels of exited LEP students. With the exceptions of grades 3 and 8 on the Reading Tests, and grades 3, MS 6, and 8 on All Tests Taken, the percentages passing were also at exemplary or recognized levels. Former LEP students performed well on the TAAS Writing Tests, the percentages passing in grades 4, 8, and Exit Level were at exemplary or recognized levels: 88% (N=69), 82% (N=79) and 97% (N=72), respectively.
- In 1997-98, ITBS was administered in grades 3, 5, and 8. Former LEP students scored above the national average on the Reading Test in grade 3 and the Mathematics Tests in grades 3 and 5. Students in grades 3 and 5 scored below the national average on the Reading Tests and their composite scores, and former LEP students in grade 8 were below the national average on the Mathematics Test.

Table 17: Exited LEP Students, Other Indicators of Program Effectiveness, 1997-98, Group 3
(Group 3, Exited June 1, 1996 Through May 31, 1998)

Indicator	Elementary		Middle/Junior High School		High School	
School Leaver Rate						
District Rate	N/A		.6%		3.3%	
Exited LEP Student Rate			0%		0%	
Potential Retention Rate						
District Rate	.5%		16.1%		7.7%	
Exited LEP Student Rate	0%		8.5%		6.3%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.5	83.4	80.1	79.3
Exited LEP Student Av.			86.6	85.5	82.9	82.6
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.5%	95.6%	93.5%	91.5%	88.1%
Exited LEP Student Rate	98.5%	98.0%	97.2%	95.9%	93.9%	90.5%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.3%	1.5%	8.6%	11.8%	5.4%	5.3%
Exited LEP Student Rate	2.0%	2.0%	4.2%	7.2%	5.6%	4.2%

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Table 18: Exited LEP Students, Percent Passing English TAAS, 1997-98, Group 3
(Group 3, Exited June 1, 1996 Through May 31, 1998)

1997-98	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	1	0%	1	100%	1	0%
4	50	96%	49	94%	70	87%
5	115	95%	114	96%	115	94%
EL 6*	11	100%	10	100%	11	100%
MS 6*	110	83%	109	81%	110	73%
7	108	92%	111	92%	111	87%
8	76	79%	77	84%	80	66%
10/Exit	72	97%	72	94%	72	92%

*EL 6 = Elementary grade 6 *MS 6 = Middle school grade 6

Table 19: Exited LEP Students, Median Percentiles, ITBS, 1997-98, Group 3
(Group 3, Exited June 1, 1996 Through May 31, 1998)

1997-98	Reading		Mathematics		Composite	
Grade	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	1	52	1	56	--	--
5	116	35	116	61	116	45
8	73	25	71	41	68	30

*Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

Former LEP Students Group 2

In an effort to observe the progress of former LEP students, the second group of students (exited between June 1, 1994 and May 31, 1996) was revisited through OPE's GENeric Evaluation SYStem (GENESYS). As in the previous three years, outcome data were obtained for the three groups of students: elementary, middle/junior high school, and high school. The original file of exited LEP students was matched to the Student Master File in an effort to update and establish the correct academic grade of the exited students. The file for Group 2 had a total of 395 students and 62 students were deleted because they did not return to AISD in the 1997-98 school year. The file indicated that 19 students had graduated in the 1996-97 school year. Upon completion, a new roster of LEP students was created and submitted for the GENESYS application.

Central records indicated that in 1997-98, 338 former LEP students had continued with their education at AISD. The returning students were in grades 5-12: 43 in grades 5-6; 188 in grades 6-8; and 107 in grades 9-12. (See Table 14) Sixteen former LEP students from Group 2 graduated in 1997-98. GENESYS data for Group 2 are summarized across grade spans in Table 20. As Table 20 on the following page illustrates:

- Compared to the rates of all AISD middle/junior high school and high school students leaving school before completing the year as of the end of 1997-98 year, the school leaver rate for the former LEP students was slightly lower (0%).
- A lower percentage of former LEP students in middle/junior high school and high school was recommended in spring 1998 for potential retention the following year than students districtwide.
- Compared with the GPAs for all middle/junior high school students, the GPAs for former LEP students in middle/junior high school were higher for both fall and spring semesters. The GPAs for former LEP students in high school were slightly higher in fall 1997 and lower in spring 1998 than students in the district overall.
- The attendance rates of former LEP students at the elementary and middle/junior high school were higher than the respective overall district attendance rates at those grade levels for both semesters. For former LEP students in high school, attendance rates were the same during fall 1997 as other students in the district, but slightly lower in spring 1998.
- Compared with the percentages of students involved in discipline incidents in middle/junior high school and high school, the percentages for exited LEP students were lower, both fall 1997 and spring 1998. The discipline rate was equal in fall 1997, and slightly higher in spring 1998 than the district rate for former elementary students.

Table 20: Exited LEP Students, Other Indicators of Program Effectiveness, 1997-98, Group 2
(Group 2, Exited June 1, 1994 Through May 31, 1996)

Indicator	Elementary		Middle/Junior High School		High School	
School Leaver Rate						
District Rate	N/A		.6%		3.3%	
Exited LEP Student Rate			0%		0%	
Potential Retention Rate						
District Rate	.5%		16.1%		7.7%	
Exited LEP Student Rate	0%		13.3%		5.6%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.5	83.4	80.1	79.3
Exited LEP Student Av.			86.6	85.5	80.2	78.6
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.5%	95.6%	93.5%	91.5%	88.1%
Exited LEP Student Rate	98.3%	97.7%	96.9%	95.3%	91.5%	87.2%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.3%	1.5%	8.6%	11.8%	5.4%	5.3%
Exited LEP Student Rate	0%	2.3%	4.8%	5.9%	3.7%	3.7%

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The achievement of the 338 formerly exited LEP students as measured by standardized tests is presented in Tables 21 and 22. Table 21 presents the spring 1998 TAAS results and Table 22 provides the students' scores from the fall administration of the ITBS.

- At all grade levels, the percentages passing the TAAS Reading Tests were at either an exemplary or recognized level. With the exception of the exit level Mathematics Test, the percentages passing exceeded the established passing standard of 70%. In the case of All Tests Taken, former LEP students at all grade levels attained above the established passing standard. Former LEP students performed well on the Writing Tests: The percentages passing grades 8 and 10/Exit Level were 91% (N=75) and 91% (N=44), respectively both at exemplary levels.
- In 1997-98, the ITBS was administered in grades 3, 5, and 8. The former LEP students in grade 5 scored above the national average on Reading, Mathematics, and Composite scores. With the exception of the Mathematics Test, former students in grade 8 scored below the national average on the ITBS tests.

Table 21: Exited LEP Students, Percent Passing English TAAS, 1997-98, Group 2
(Group 2, Exited June 1, 1994 Through May 31, 1996)

1997-98	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	0	0	0	0		0
4	5	0	0	0	0	0
5	35	97%	35	96%	35	97%
EL 6*	7	100%	7	100%	7	100%
MS 6*	43	81%	42	81%	43	77%
7	60	95%	62	95%	62	92%
8	77	88%	76	86%	79	73%
10/Exit	44	84%	44	77%	44	73%

*EL = Elementary grade 6 *MS 6 = Middle school grade 6

Table 22: Exited LEP Students, Median Percentiles, ITBS, 1997-98, Group 2
(Group 2, Exited June 1, 1994 Through May 31, 1996)

1997-98	Reading		Mathematics		Composite	
Grade	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	--**	--	--	--	--	--
5	36	59	36	69	36	62
8	75	32	75	51	69	44

*Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

**Of the exited students in Group 2 none were in the third grade.

Former LEP Students Group 1

In an effort to observe the progress of former LEP students, the first group of students (exited between August 25, 1992 and May 31, 1994) was revisited through OPE's GENeric Evaluation SYStem (GENESYS). As in the previous three years, outcome data were obtained for the three groups of students: elementary, middle/junior high school, and high school. The original file of exited LEP students was compared to the Student Master File in an effort to update and establish the correct academic grade of the exited students. The file for Group 1 had a total of 292 students and 68 students were deleted because they did not return to AISD for the 1997-98 school year. The file indicated that five students had graduated in the 1996-97 school year. Upon completion, a new roster of LEP students was created and submitted for the GENESYS application.

Central records indicated that in 1997-98, 292 former LEP students had continued with their education at AISD. The returning students were in grades 6-12: 153 in grades 6-8; and 139 in grades 9-12. (See Table 14) Fifteen former LEP students from Group 1 graduated in 1997-98. GENESYS data for Group 1 are summarized across grade spans in Table 23. As Table 23 on the following page illustrates:

- Compared to the rates of AISD middle/junior high school and high school students leaving school before completing the school year as of the end of 1997-98, the school leaver rates for former LEP students were higher for both groups than for students districtwide.
- A lower percentage of former LEP students in middle/junior high school was recommended in spring 1998 for potential retention the following year than students districtwide. Former LEP in high school were recommended for potential retention in spring 1998 at a slightly higher rate than other AISD high school students.
- Compared with the overall GPAs for all middle/junior high school and high school students, the GPAs for former LEP students were higher.
- The attendance rates for former LEP students in middle/junior high school were higher for both semesters than all students throughout the district. The attendance rate for former LEP students in high school was lower in fall 1997 and higher in spring 1998 than the attendance rates were for all other students in the district.
- Compared with the percentages of students involved in discipline incidents in middle/junior high school and high school, the percentages for exited LEP students were lower, both in fall 1997 and spring 1998, than all other students in the district.

The achievement of the 292 exited LEP students as measured by standardized tests is presented in Tables 24 and 25. Table 24 presents the spring 1998 TAAS results and Table 25 provides the students median scores from the fall administration of the ITBS.

- The percentages passing TAAS were either at exemplary or recognized levels for all grades on the Reading Test. With the exception of grade 8, on the Mathematics Test and on All Tests Taken the percentages passing for the other grades were also at exemplary and recognized levels. Former LEP students performed well on the Writing Test; the percentages passing grades 8 and Exit Level were 78% (N=58) and 97% (N=67), respectively.

- In 1997-98, former exited LEP students in grade 8 scored below the national average on the Reading Test, but in the Mathematics Test and on the Composite scores the students were above the national average.

Table 23: Exited LEP Students, Other Indicators of Program Effectiveness, 1997-98, Group 1
(Group 1, Exited August 25, 1992 Through May 31, 1994)

Indicator	Elementary		Middle/Junior High School		High School	
School Leaver Rate						
District Rate	N/A		.6%		3.3%	
Exited LEP Student Rate			.7%		5.0%	
Potential Retention Rate						
District Rate	N/A		16.1%		7.7%	
Exited LEP Student Rate			12.1%		7.9%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.5	83.4	80.1	79.3
Exited LEP Student Av.			86.0	85.2	80.8	80.6
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	*	*	95.6%	93.5%	91.5%	88.1%
Exited LEP Student Rate			97.0%	94.8%	90.9%	89.7%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	*	*	8.6%	11.8%	5.4%	5.3%
Exited LEP Student Rate			3.4%	9.4%	5.8%	3.6%

*Former LEP students are not in the elementary grades.

Table 24: Exited LEP Students, Percent Passing English TAAS, 1997-98, Group 1
(Group 1, Exited August 25, 1992 Through May 31, 1994)

1997-98	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
EL 6*	0	0	0	0	0	
MS 6*	30	93%	32	91%	32	88%
7	48	94%	49	98%	49	94%
8	58	86%	58	74%	59	63%
Exit	67	97%	67	84%	67	84%

*EL 6 = Elementary grade 6 *MS 6 = Middle school grade 6

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Table 25: Exited LEP Students, Median Percentiles, ITBS, 1997-98, Group 1
(Group 1, Exited August 25, 1992 Through May 31, 19994)

1997-98	Reading		Mathematics		Composite	
Grade	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	--**	--	--	--	--	--
5	--	--	--	--	--	--
8	53	46	53	56	47	57

*Median percentile – the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (= 50) and 50% made a higher (> 50) score.

**Former LEP students are not in elementary grades.

LEP SERVED VERSUS PARENT REFUSALS

In addition to longitudinal follow-up, program effectiveness may also be gauged by the comparison of outcome indicators for LEP students being served and the LEP students whose parents refuse program services. Because it is neither ethically or legally possible to assign students to a control group for the purpose of evaluating program effectiveness, "LEP Refusals," as they may be termed, constitute a naturally occurring comparison group. The students differ from the LEP served students in that as a group, their parents decided to refuse program services. In other respects, they have similar characteristics and are therefore useful for comparison purposes. In the section that follows, LEP students served are compared with refusals in terms of achievement, attendance, discipline rates, potential retention rates, and school leaver rates. Data were obtained from the 1997-98 school year from GENESYS. Where the differences between groups served favor the LEP served, they may be taken as evidence of student improvement and of the effectiveness of the Bilingual/ESL Programs in AISD.

Texas Assessment of Academic Skills

In the1997-98 school year, TAAS tests were administered in grades 3-8 and Exit level (beginning in grade 10). Tables 26 and 27 present the TAAS percent passing for both LEP Refusals and LEP Served, and Table 28 indicates the differences between groups.

- In reading, percentages passing were higher for LEP refusals in grades 3, Middle school 6, 7, 8, and Exit Level (in five of eight comparisons).
- In mathematics, the percentages passing were higher for LEP refusals in grades 4, Middle school 6, 7 and Exit Level (in four of seven comparisons); the percents passing were the same for LEP served and refusals in grade 8.
- On all tests taken, the percentages passing were higher for LEP refusals in grades Elementary and Middle school 6, 7, 8, and Exit Level (five of eight comparisons).
- In grade 3, LEP served had higher percentages passing in mathematics and all tests taken; in grade 4, they had higher percentages passing in reading and in all tests taken; in grade 5 LEP served had higher percentages in reading, mathematics, and all tests taken; and in Elementary 6 served students had higher percentages in reading and mathematics.

Table 26: LEP Refusals, Percent Passing English TAAS, 1997-98

1997-98	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	37	70%	38	55%	38	50%
4	43	72%	45	67%	50	46%
5	40	43%	39	44%	41	34%
EL 6*	6	50%	5	60%	6	50%
MS 6*	123	41%	123	47%	126	29%
7	75	51%	72	39%	77	30%
8	85	41%	84	38%	87	17%
Exit	102	74%	102	70%	102	53%

*EL 6 = Elementary grade 6 *MS 6 = Middle school grade 6

Table 27: LEP Served, Percent Passing English TAAS, 1997-98

1997-98	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	399	69%	427	62%	431	54%
4	346	73%	371	62%	494	55%
5	471	54%	484	60%	492	45%
EL 6*	65	54%	64	64%	65	49%
MS 6*	317	38%	322	39%	329	29%
7	211	41%	206	35%	217	30%
8	176	30%	177	38%	199	17%
Exit	441	36%	441	50%	441	53%

*EL = Elementary grade 6 *MS 6 = Middle school grade 6

Table 28: Differences in Percentage Passing English TAAS, LEP Served Minus Refusals, 1997-98, Reading, Mathematics, and All Tests Taken

1997-98	Reading			Mathematics			All Tests Taken		
Grade	Refusals	Served	Δ	Refusals	Served	Δ	Refusals	Served	Δ
3	70	69	-1	55	62	+7	50	54	+4
4	72	73	+1	67	62	-5	46	55	+9
5	43	54	+11	44	60	+16	34	45	+11
EL 6*	50	54	+4	60	64	+4	50	49	-1
MS 6*	41	38	-3	47	39	-8	29	27	-2
7	51	41	-10	39	35	-4	30	25	-5
8	41	30	-11	38	38	0	17	16	-1
Exit	74	36	-38	70	50	-20	53	26	-27

*EL = 6 = Elementary grade 6 *MS 6 = Middle school grade 6

Δ = Difference. Percent passing of students served minus percent passing of refusals.

A plus (+) indicates that the difference is in favor of the LEP students who are served. A minus (-) indicates that the difference is in favor of the LEP students whose parents refuse program services.

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Other Indicators of Program Effectiveness

School Leaver Rates

The data on school leaver rates indicate that the school leaver rates for both middle/junior high school and high school were lower for the LEP refusals than for the LEP served. Compared to the district's rates, the LEP refusal rates were lower for both middle/junior high school and high school than the district's rates. The LEP served had a lower school leaver rate in middle/junior high school and a higher school leaver rate in high school when compared to the overall district rate.

Potential Retention Rate

The data on retention indicate that the potential retention rate for elementary school was lower for LEP served than for LEP refusals; in middle/junior high school and high school the potential retention rates were higher for the LEP served than for the LEP refusals. Compared to the district's rates, the LEP served and LEP refusals had higher potential retention rates than the district's rates.

Grade Point Average (GPA)

The data on grade point average indicate that LEP students served by the Bilingual/ESL Program in middle/junior high school maintained a higher grade point average than the students who did not participate in the program because of parental refusal. LEP served in high school maintained a slightly higher grade point average in fall 1997, and a slightly lower grade point average in spring 1998 than the LEP refusals. Compared to the district's grade point averages, the LEP served and LEP refusals had lower grade point averages than other AISD students.

Attendance Rates

The data on attendance rates indicate that LEP refusals in the elementary grades had higher attendance rate in fall 1997, and the same rate (96.2%) in spring 1998 as LEP served. Compared to the overall district rates, both LEP refusals and served had higher attendance rates. The attendance rate for the middle/junior high school LEP refusals was higher than the LEP served and the district's rate during fall 1997. During spring 1998, the attendance rate for LEP served was higher than both LEP refusal rate and the overall district rate. The attendance rates for LEP refusals in high school were higher than LEP served for both semesters, and slightly higher than the overall district rate in fall 1997.

Discipline Rates

The data on discipline rates indicate that LEP students served by the Bilingual/ESL Program had lower discipline rates than both LEP refusals and students districtwide for elementary, and high school. Compared to LEP refusals, the discipline rates in middle/junior high school for served LEP students were lower in fall 1997, and slightly higher in spring 1998. Compared to overall district students, served LEP had the same discipline rate in fall 1997, and their rate in spring 1998 was lower. With two exceptions, one in middle/junior high school and the other in high school, the discipline rates for LEP refusals were higher than both LEP served and students districtwide. See Tables 29 and 30 for other indicators of program effectiveness for

a comparison of students who are served by the programs and students whose parents refuse program services.

Table 29: LEP Refusals, Other Indicators of Program Effectiveness, 1997-98

Indicator	Elementary		Middle/Junior High School		High School	
School Leaver Rate						
District Rate	N/A		.6%		3.3%	
LEP Refusal Rate			0%		2.8%	
Potential Retention Rate						
District Rate	.5%		16.1%		7.7%	
LEP Refusal Rate	1.3%		22.0%		8.8%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.5	83.4	80.1	79.3
LEP Refusal Average			80.7	80.6	76.5	75.4
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.5%	95.6%	93.5%	91.5%	88.1%
LEP Refusal Rate	97.3%	96.2%	97.0%	92.4%	91.9%	86.9%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.3%	1.5%	8.6%	11.8%	5.4%	5.3%
LEP Refusal Rate	3.0%	2.1%	9.6%	11.1%	5.0%	3.9%

Table 30: LEP Served, Other Indicators of Program Effectiveness, 1997-98

Indicator	Elementary		Middle/Junior High School		High School	
School Leaver Rate						
District Rate	N/A		.6%		3.3%	
LEP Served Rate			.4%		2.8%	
Potential Retention Rate						
District Rate	.5%		16.1%		7.7%	
LEP Served Rate	.5%		23.0%		8.8%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.5	83.4	80.1	79.3
LEP Served Average			81.4	81.3	76.5	75.4
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.5%	95.6%	93.5%	91.5%	88.1%
LEP Served Rate	97.0%	96.2%	96.3%	94.4%	90.9%	85.1%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.3%	1.5%	8.6%	11.8%	5.4%	5.3%
LEP Served Rate	.7%	.7%	8.6%	11.5%	3.8%	3.8%

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EMERGENCY IMMIGRANT EDUCATION PROGRAM

Program Description

The Emergency Immigrant Education Program (EIEP) provides formula grants to State Education Agencies (SEAs) to assist in the education of immigrant students who have been in the United States for less than three years. The definition of "immigrant" includes students who are between 3-21 years old, who were not born in the United States, and who have not been attending one or more schools in any one or more states for more than three full academic years. The program has been moved to Title VII, Part C (Sec.7301). Federal law states the following:

"(a) FINDINGS. – The Congress finds that-

"(1) the education of our nation's children and youth is one of the most sacred government responsibilities;

"(2) local education agencies have struggled to fund adequately education services;

"(3) in the case Plyer v. Doe the Supreme Court held that the States have a responsibility under the Equal Protection Clause of the Constitution to educate all children regardless of immigrant status; and

"(4) immigration policy is solely the responsibility of the Federal Government.

"(b) PURPOSE. – The purpose of this part is to assist eligible local education agencies that experience unexpected large increases in their student population due to immigration--

"(1) provide high-quality instruction to immigrant children and youth; and

"(2) help such children and youth-

(A) with their transition to American society; and

(B) meet the same challenging state performance standards of all children and youth.

Immigrant students identified as limited English proficient (LEP) in AISD participate in one of two programs: Bilingual Education (BE), which provides dual language instruction in the major content areas, or ESL, which provides intensive English instruction. The purposes of the evaluation are: to gather data required by the state, and to review the data in terms of how it contributes to providing high-quality instruction; and to assist immigrant students in meeting the same challenging state performance standards expected of all students.

Student Characteristics

Upon arrival to AISD, immigrant students are identified through the Home Language Survey (HLS). A record with date of entry and other pertinent data is created and becomes part of the LEPS File. In February 1998, a roster of immigrant students was created for program distribution. The following information is based on the count of immigrant students submitted through PEIMS to the Texas Education Agency in October 1997 and finalized in January 1998. In the 1997-98 school year, AISD served 1,847 immigrant students – 1,269 elementary school students (grades pre-K-6), 303 middle/junior high school students (grades 6-8), and 275 high school students (grades 9-12).

Outcome data for immigrant students were obtained for the three groups of students, elementary, middle/junior high school, and high school, through the use of OPE's GENeric Evaluation SYStem (GENESYS). Table 31 presents the number of immigrant students served and their respective grade levels.

Table 31: Immigrant Students Served by AISD, by Grade, 1997-98

Grade	Number Served
Pre-K	177
K	274
1	254
2	181
3	123
4	142
5	103
EL 6*	15
Elementary Pre-K-6 Total	1,269
MS 6*	112
7	101
8	90
Middle School 6-8 Total	303
9	123
10	93
11	38
12	21
High School 9-12Total	275
Total Pre-K-12	1,847

*EL 6 = Elementary grade 6 *MS 6 = Middle school grade 6

Demographics

Table 32 presents demographic information on AISD's immigrant students for the1997-98 school year. Most immigrants are from low-income families. Like other limited English proficient students, as immigrant students make progress through school, an increasingly greater percent of them become overage for their grade level. In middle school, 34% of immigrant students were overage, and in high school 63% were overage for their grade level.

Table 32: Immigrant Students Served, Demographic Indicators, 1997-98

Demographic Indicators	Elementary		Middle/Junior High School		High School	
	Number	Percent	Number	Percent	Number	Percent
Low Income	1,145	90%	273	90%	203	74%
Overage for Grade	146	12%	102	34%	172	63%
Special Education	49	4%	5	2%	0	0
Gifted and Talented	22	2%	2	2%	0	0

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Academic Progress

The achievement of immigrant students as measured by standardized tests (ITBS and TAAS) is presented in Tables 33 and 34. Table 33 presents the spring 1998 TAAS results.

- Immigrant students in grades 3, 4, 5, and EL 6 exceeded TAAS state standards in reading. In grads 3, 5, and EL 6 they surpassed state standards in mathematics, and in all tests taken they scored 70% or above in grades 3, 5, and EL 6.
- With the exception of grade 4 and the percent passing in EL 6 being the same, the percentages of immigrant students passing mathematics were higher than the percentages passing reading.
- Immigrant students in grade 4, had 87% (N=23) percent passing the writing test. The percentage passing in grade 8 was 39% (N=33), and in grade 10 the percent passing the exit level writing test was38% (N=147).
- The remaining percentages passing in reading, mathematics, and all tests taken were below the state standard.

Table 33: Immigrant Students, Percent Passing English TAAS, 1997-98

1997-98	Reading		Mathematics		All Tests Taken	
Grade	Number Tested	Percent Passing	Number Tested	Percent Passing	Number Tested	Percent Passing
3	24	75%	24	83%	24	75%
4	23	91%	25	64%	29	62%
5	23	70%	24	92%	24	71%
EL 6*	8	75%	8	75%	8	75%
MS 6*	38	53%	40	68%	40	48%
7	21	52%	21	67%	22	50%
8	29	41%	29	59%	35	29%
Exit	147	35%	147	55%	147	30%

*EL 6 = Elementary grade 6 *MS 6 = Middle school grade 6

Table 34 gives the median percentile scores for the fall administration of the ITBS. The median percentiles for all grades in reading, mathematics, and composite scores were below the national average.

Table 34: Immigrant Students Served, Median Percentiles, ITBS, 1997-98

1997-98	Reading		Mathematics		Composite	
Grade	Number Tested	Median Percentile*	Number Tested	Median Percentile	Number Tested	Median Percentile
3	58	12	58	20	--	--
5	92	0	92	0	92	0
8	34	6	33	30	30	11

Median percentile–the 50th percentile represents the national average on all tests at all grades. The 50th percentile means 50% of the national normed group made a lower score (< 50) and 50% made a higher (> 50) score.

Data for immigrant students are summarized across grade spans in Table 35.

- Compared to the rates of AISD middle/junior high school and high school students leaving school before completing the year as of the end of 1997-98, the school leaver rates for immigrant students were higher than district rates overall.
- Higher percentages of immigrant students in elementary and high school were recommended in spring 1998 for potential retention the following year than students districtwide.
- Compared with the GPAs for all middle/junior high school students, the GPAs for immigrant students were higher on average than their non-immigrant peers. The GPAs for immigrant students in high school were lower for both fall 1997 and spring 1998 than for students districtwide.
- The attendance rates for immigrant students were higher than the respective district attendance rates for elementary and middle/junior high school students overall, both in fall 1997 and spring 1998. The attendance rate in the fall was higher for immigrant students than for their non-immigrant peers, and in the spring the attendance rate was the same for both immigrant and districtwide students.
- Compared with the percentages of students involved in discipline incidents, the percentages for immigrant students were lower for elementary, middle/junior high school, and high school, for both semesters than for students districtwide.

Table 35: Immigrant Students Served, Other Indicators of Program Effectiveness, 1997-98

Indicator	Elementary		Middle/Junior High School		High School	
School Leaver Rate						
District Rate	N/A		.6%		3.3%	
Immigrant Student Rate			1.0%		3.6%	
Potential Retention Rate						
District Rate	.5%		16.1%		7.7%	
Immigrant Student Rate	.9%		13.5%		10.9%	
Grade Point Average			*Fall*	*Spring*	*Fall*	*Spring*
District Average	N/A		83.5	83.4	80.1	79.3
Immigrant Student Av.			84.4	84.8	78.8	77.4
Attendance Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	96.6%	95.5%	95.6%	93.5%	91.5%	88.1%
Immigrant Student Rate	97.1%	96.4%	97.0%	95.4%	92.7%	88.1%
Discipline Rate	*Fall*	*Spring*	*Fall*	*Spring*	*Fall*	*Spring*
District Rate	1.3%	1.5%	8.6%	11.8%	5.4%	5.3%
Immigrant Student Rate	.4%	.1%	3.6%	6.9%	2.9%	2.5%

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EIEP Budget Summary 1997-98

In 1997-98 the immigrant program was appropriated $257,080 from federal resources allocated to the state. The fund provided tutors, teachers, teacher assistants, summer school tuition, classroom reading materials, computer' software, equipment, library resources, other program personnel, travel and indirect costs. A total of $34,444 was spent on personnel salaries; $19,998 on tutorials and mentoring activities; $178,057 on the identification and acquisition of curricular materials, educational software and technologies; $15,132 was spent on overhead cost; and $6,550 on other allowable expenditures.

APPENDICES

Appendix A

Text of 19 TAC

Chapter 89. Adaptations for Special Populations

Subchapter BB. Comissioner's Rules Concerning State Plan for Educating Limited English Proficient Students

89.1260. Monitoring of Program and Enforcing Law and Commissioner's Rules.

a) Texas Education Agency (TEA) staff who are trained in assessing bilingual education and English as a second language programs shall monitor each school district in the state and enforce this subchapter in accordance with the Texas Education Code, 29.062 and 42.153.

b) To ensure a comprehensive monitoring and assessment effort of each district at least every three years, data reported by the district in the Public Education Information Management System (PEIMS), data required by the commissioner of education, and data gathered through on-site monitoring will be used.

89.1265. Evaluation

a) All districts required to conduct a bilingual education or English as a second language program shall conduct periodic assessment and continuous diagnosis in the languages of instruction to determine program impact and student outcomes in all subject areas.

b) Annual reports of educational performance shall reflect the academic progress in either language of the limited English proficient students, the extent to which they are becoming proficient in English, the number of students who have been exited from the bilingual education and English as a second language programs, and the number of teachers and aides trained and the frequency, scope, and results of the training. These reports shall be retained st the district level to made available to the monitoring teams according to 89.1260 of this title (relating to Monitoring of Programs and enforcing Law and Commissioner's Rules).

c) Districts shall report to parents the progress of their child as a result of participation in the program offered to limited English proficient students in English and the home language at least annually.

d) Local program approved under 89.1255 of this title (relating to Local Plan) shall develop a comprehensive evaluation design which utilizes formative and summative evaluative processes and specifically details performance measures for the limited English proficient student proposed to be served each year.

e) Each school year, the principal of each school campus, with the assistance of the campus level committee, shall develop, review, and revise the campus improvement plan described in the Texas Education Code 11.253, for the purpose of improving student performance for limited English proficient students.

Appendix B

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1997-98

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
08/08/97 **8:30 AM-10:30 PM** **PDA Application/ Implementation** **2 Hrs.**	Limited English Proficient (LEP) Data Entry Orientation for Clerical Staff	Participants will receive hands-on training in a computer lab setting. Participants will learn how to input LEP student data.	Grades: PK-6 4 Clerks
08/25/97 **3:30 PM-4:30 PM** **PDA Application** **1 Hr.**	Language Assessment Scales (LAS) Test Training	Teachers will receive an overview on the administration of the LAS Test (grades 2-5). The test is used in the transition of Spanish reading to English reading.	Grades: 2-5 12 Teachers
08/25/97 **3:30 PM-4:30 PM** **PDA Awareness/ Application** **1 Hr.**	IDEA Proficiency Test Training	Teachers will receive an overview on the administration of the IDEA Test grades K-6.	Grades: K-6 30 Teachers
08/26/97 **8:30 AM-11:30 AM** **PDA Awareness/ Application** **3 Hrs.**	Language Proficiency Assessment Committee (LPAC) Chairpersons' Training (Elementary)	The role of the LPACs and how they can assist the campuses in meeting the state requirements of completing all LEP identification procedures, and how they can plan appropriate instruction for LEP students will be discussed.	Grades: PK-6 45 Administrators, Helping Teachers, Counselors, Curriculum Specialists, Teachers
08/26/97 **8:30 AM-11:30 AM** **PDA Awareness/ Application** **3 Hrs.**	Language Proficiency Assessment Committee (LPAC) Chairpersons' Training (Secondary)	The role of the LPACs and how they can assist the campuses in meeting the state requirements of completing all LEP identification procedures, and how they can plan appropriate instruction for LEP students.	Grades: 6-12 27 Administrators, Counselor, Teachers

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Appendix B (continued)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1997-98

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
08/27/97 **8:30 AM-10:30 AM** **PDA Awareness/** **Application** **2 Hrs.**	Limited English Proficient (LEP) Data Entry Orientation for Clerical Staff	Participants will receive hands-on training in a computer lab setting. They will learn how to input LEP student data.	Grades: PK-6 17 Administrators, Clerks
08/27//97 **1:00 PM-3:00 PM** **PDA Application/** **Implementation** **2 Hrs.**	Limited English Proficient (LEP) Data Entry Orientation for Clerical Staff	Participants will receive hands-on training in a computer lab setting. They will learn how to input LEP student data.	Grades: PK-6 7 Administrators, Clerks
08/27/97 **3:30 PM-4:30 PM** **PDA Awareness** **Application** **1 Hr.**	New Bilingual/ESL Teacher Orientation	Teachers will review the Bilingual/ESL Programs, the identification process, the instructional program, and appropriate placement for LEP students.	Grades: PK-6 13 Teachers
08/27/97 **3:30 PM-4:30 PM** **PDA Awareness/** **Application** **1 Hr.**	New Bilingual/ESL Teacher Orientation	Teachers will review the Bilingual/ESL Programs, the identification process, the instructional program, and appropriate placement for LEP students.	Grades: K-6 20 Administrators, and Teachers
08/27/97 **3:30 PM-4:30 PM** **PDA Awareness/** **Application** **1 Hr.**	New Bilingual/ESL Teacher Orientation	Teachers will review the Bilingual/ESL Programs, the identification process, the instructional program, and appropriate placement for LEP students.	Grades: PK-6 15 Teachers
09/04/97 **8:30 AM-10:30 AM** **PDA Awareness/** **Application** **2 Hrs.**	Limited English Proficient (LEP) Data Entry Orientation for Clerical Staff (Elementary)	Participants will receive hands-on training in a computer lab setting. Participants will learn how to input LEP student data.	Grades: PK-6 10 Administrators, Curriculum Specialist, and Teachers
09/04/97 **1:00 PM-3:00 PM** **PDA Awareness/** **Application** **2 Hrs.**	Limited English Proficient (LEP) Data Entry Orientation for Clerical Staff (Secondary)	Participants will receive hands-on training in a computer lab setting. Participants will learn how to input LEP student data.	Grades: 6-12 14 Administrators, and Clerks

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Appendix B (continued)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1997-98

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
09/08//97 **4:00 PM-6:30 PM** **PDA** **Implementation** **2 ½ Hrs.**	English as a Second Language (ESL) Adopted Materials – Hampton Brown Publishers Grades 1-4	This training is designed to help teachers become aware of and learn how to use the Hampton Brown ESL adopted materials for grades 1-4.	Grades: 1-4 46 Teachers
09/20/97 **9:00 AM-4:00 PM** **PDA** **Implementation** **6 Hrs.**	Texas Oral Proficiency Test (T.O.P.T.)	The training is designed to prepare teachers by reviewing for the T.O.P.T. examination.	Grades: PK-6 2 Teachers
09/23/97 **3:30 PM-6:30 PM** **Linder Elementary** **Implementation** **3 Hrs.**	Introduction to Word Processing for Bilingual Teachers – Clarisworks 4.0	Participants will learn the basic functions of Clarisworks, including creating a document in Spanish, saving, retrieving and editing. The training will include formatting a document using line spacing, tabs, indents, the Spanish spell checker and thesaurus to create a customized document. Headers and footers will be presented.	Grades: K-6 23 Teachers
09/23/97 **4:30 PM-6:30 PM** **PDA** **Implementation** **2 Hrs.**	English as a Second Language (ESL) Adopted Materials – Scott Foresman Publisher Grades 5-8	The ESL adopted materials will be on display to help teachers become familiar with the Scott Foresman ESL Adopted Materials for grades 5-8.	Grades: 5-8 13 Teachers
09/30/97 **3:30 PM-6:30 PM** **Linder Elementary** **Implementation** **3 Hrs.**	Intermediate Word Processing for Bilingual Teachers – Clarisworks 4.0	Participants will practice advance formatting skills, including using library graphics and creating tables within a document. The use of columns, sections, Clarisworks stationery, and assistants will be introduced.	Grades: PK-6 18 Coordinators, and Teachers

Appendix B (continued)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1997-98

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
10/07//97 **3:30 PM-6:30 PM** **Linder Elementary** **Implementation** **3 Hrs.**	Introduction to Databases for Bilingual Teachers – Clarisworks 4.0	Participants will learn basic database concepts, such as when and why a database should be used. They will gain hands-on experience in setting up a simple database, creating multiple layouts, sorting records, and printing database reports.	Grades: PK-6 20 Teachers
10/08/97 **3:30 PM-4:30 PM** **PDA** **Implementation** **1 Hr.**	Instructional Strategies for use with the Estrellita Phonics Program	Participants will learn instructional strategies that enhance the learning of phonics. Ideas for daily lessons plans will be shared.	Grades: PK-2 40 Teachers
10/11/97 **8:00 AM-11:30 AM** **PDA Initiation** **3 ½ Hrs.**	Overview and Initiation of MacMillan Spanish Basal Reading Program	The training will help teachers become aware of the different components of the Spanish basal reading program, and learn effective practices for teaching reading.	Grades: 1-5 18 Teachers
10/14/97 **3:30 PM-6:30 PM** **Linder Elementary** **Implementation** **3 Hrs.**	Computer Software for the Bilingual Classroom	Participants will learn to use quality computer software programs, including the hypercard, which supports bilingual instruction. Participants will gain hands-on experience in using these programs with their students.	Grades: PK-6 18 Teachers
10/18/97 **9:00 AM-4:00 PM** **PDA** **Implementation** **6 Hrs.**	English as a Second Language (ESL) ExCET Reviews (Examination for the Certification of Educators in Texas)	The training is designed to prepare teachers for the state certification examination by reviewing testing strategies, and ESL methodology.	Grades: PK-6 24 Coordinators, and Teachers

Appendix B (continued)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1997-98

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
11/08//97 **8:30 AM-12:00 PM** **PDA** **Implementation** **3 ½ Hrs.**	Meeting the Needs of the DELTA ESL Student	Participants will receive and overview of the policy, guidelines, and standards used for LEP identification. The topics of second language acquisition, instructional strategies, and modifying instruction in the content areas for secondary ESL students will be discussed. Available instructional resources will be presented.	Grades: 9-12 15 Teachers
11/18/97 **8:30 AM-4:00 PM** **PDA** **Implementation** **6 ½ Hrs.**	English as a Second Language (ESL) Instruction for Secondary Students	Participants will work in cooperative groups to learn effective reading, writing, and thinking strategies for ESL students. Copies of the Secondary ESL Handbook will be distributed to all teachers.	Grades: 6-12 24 Teachers
01/13/98 **8:30 AM-3:00 PM** **PDA** **Implementation** **5 ½ Hrs.**	Spanish TAAS Training	Participants will learn instructional strategies that focus on the skills tested on the TAAS reading, mathematics, and writing tests.	Grades: 3-6 42 Teachers
02/10/98 **4:00 PM-6:00 PM** **PDA** **Implementation** **2 Hrs.**	ESL Adopted Series: Into English Orientation	This training is designed to help teachers become aware of and learn how to use the Hampton Brown ESL adopted materials for grades 1-4.	Grades: 1-4 14 Teachers

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Appendix B (continued)

Alternative Language Program / Bilingual / ESL Professional Staff Development, 1997-98

Date and Time	Title of Workshop	Description	Grade Level and Number Attending
02/18/98 **3:30 PM-5:00 PM** **PDA** **Implementation** **1 ½ Hrs.**	Linking Mathematics and Literature	Participants will learn strategies to enhance achievement among gifted minority students by linking mathematics and literature. Methods for differentiating the curriculum will be addressed.	Grades: PK-2 30 Teachers
03/04//98 **3:30 PM-5:00 PM** **PDA** **Implementation** **1 ½ Hrs.**	Spanish Reading Readiness	Participants will utilize strategies to implement a Balanced Reading Spanish Program. New and successful ways to incorporate phonics will be addressed.	Grades: PK-1 29 Teachers
03/28/98 **8:30 AM-4:00 PM** **PDA** **Implementation** **6 ½ Hrs.**	English as a Second Language (ESL) ExCET Reviews (Examination for the Certification of Educators in Texas)	The training is designed to prepare teachers for the state certification examination by reviewing testing strategies, and ESL methodology.	Grades: PK-12 14 Teachers
04/01/98 **3:30 PM-5:00 PM** **PDA** **Implementation** **1 ½ Hrs.**	Emergent Bilingual Reader: A Workshop in Two Languages	Participants will utilize practical instructional strategies for developing bilingual literacy. Highly effective strategies to inspire the bilingual reader and writer will be discussed	Grades: PK – 2 19 Teachers
04/07/98 **4:00 PM-6:00 PM** **PDA** **Implementation** **2 Hrs.**	ESL Adopted Series: Into English – Follow-up Session	Follow-up session will extend the teachers' understanding of the Into English program and incorporate ESL teaching strategies to enhance program implementation.	Grades: 1-4 10 Teachers
04/25/98 **8:30 AM-3:30 PM** **PDA** **Implementation** **6 Hrs.**	Texas Oral Proficiency Test (T.O.P.T.)	The training is designed to prepare teachers by reviewing for the T.O.P.T. examination.	Grades: PK-12 3 Teachers

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Appendix C.1

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Limited English Proficient Data Entry Orientation for Clerical Staff (N = 4)

August 8, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated				50%	50%	
2. Relevant				50%	50%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives				50%	50%	
4. Were stimulating			25%	50%	25%	
5. Were at appropriate levels				75%	25%	
6. Were appropriately paced				75%	25%	
7. Indicated thoughtful planning				50%	50%	
8. Were effectively organized				50%	50%	
INSTRUCTOR:						
9. Was well prepared				50%	50%	
10. Was knowledgeable				50%	50%	
11. Used effective techniques				50%	50%	
12. Provided for individual differences				50%	50%	
13. Encouraged exchange of ideas				50%	50%	
ENVIRONMENT:						
14. Facilities were adequate				75%	25%	
15. Time was appropriate			25%	50%	25%	
SUMMATIVE RESPONSES:						
16. Use information presented				50%	50%	
17. Would like more training in the area				50%	50%	
18. Recommend activity to colleagues				50%	50%	

Appendix C.2

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Language Assessment Scales (LAS) Test Training (N = 9)

August 25, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated					100%	
2. Relevant					100%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives					100%	
4. Were stimulating				11%	89%	
5. Were at appropriate levels					100%	
6. Were appropriately paced				11%	89%	
7. Indicated thoughtful planning					100%	
8. Were effectively organized				11%	89%	
INSTRUCTOR:						
9. Was well prepared					100%	
10. Was knowledgeable				11%	89%	
11. Used effective techniques					100%	
12. Provided for individual differences				22%	78%	
13. Encouraged exchange of ideas				11%	89%	
ENVIRONMENT:						
14. Facilities were adequate				11%	89%	
15. Time was appropriate				11%	89%	
SUMMATIVE RESPONSES:						
16. Use information presented					100%	
17. Would like more training in the area		11%			89%	
18. Recommend activity to colleagues				11%	89%	

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Appendix C.3

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

IDEA Proficiency Test Training (N = 12)

August 25, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated			8%	50%	42%	
2. Relevant				58%	42%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives			8%	42%	52%	
4. Were stimulating			25%	67%	8%	
5. Were at appropriate levels			8%	50%	42%	
6. Were appropriately paced			8%	50%	42%	
7. Indicated thoughtful planning			8%	50%	42%	
8. Were effectively organized			8%	50%	42%	
INSTRUCTOR:						
9. Was well prepared				58%	42%	
10. Was knowledgeable				67%	33%	
11. Used effective techniques				75%	25%	
12. Provided for individual differences				58%	33%	
13. Encouraged exchange of ideas				58%	42%	
ENVIRONMENT:						
14. Facilities were adequate				58%	42%	
15. Time was appropriate			8%	58%	25%	8%
SUMMATIVE RESPONSES:						
16. Use information presented			8%	42%	50%	
17. Would like more training in the area		25%	25%	33%	17%	
18. Recommend activity to colleagues			8%	67%	25%	

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Appendix C.4

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Language Proficiency Assessment Committee (LPAC)

Chairpersons' Training *Elementary* (N = 7)

August 26, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated		14%	14%	43%	29%	
2. Relevant			14%	29%	57%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives				29%	57%	14%
4. Were stimulating		14%	14%	43%	29%	14%
5. Were at appropriate levels				43%	29%	14%
6. Were appropriately paced		14%		43%	29%	14%
7. Indicated thoughtful planning		14%		14%	57%	14%
8. Were effectively organized		29%		14%	57%	
INSTRUCTOR:						
9. Was well prepared			14%	29%	57%	
10. Was knowledgeable				43%	57%	
11. Used effective techniques		14%		29%	57%	
12. Provided for individual differences		14%		29%	57%	
13. Encouraged exchange of ideas				43%	57%	
ENVIRONMENT:						
14. Facilities were adequate				57%	43%	
15. Time was appropriate				57%	43%	
SUMMATIVE RESPONSES:						
16. Use information presented				43%	57%	
17. Would like more training in the area		29%	14%	14%	29%	14%
18. Recommend activity to colleagues			14%	43%	29%	14%

Appendix C.5

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Language Proficiency Assessment Committee (LPAC)

Chairpersons' Training *Secondary* (N = 2)

August 26, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated				50%	50%	
2. Relevant				50%	50%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives				50%	50%	
4. Were stimulating				50%	50%	
5. Were at appropriate levels				50%	50%	
6. Were appropriately paced				50%	50%	
7. Indicated thoughtful planning				50%	50%	
8. Were effectively organized				50%	50%	
INSTRUCTOR:						
9. Was well prepared				50%	50%	
10. Was knowledgeable				50%	50%	
11. Used effective techniques				50%	50%	
12. Provided for individual differences				50%	50%	
13. Encouraged exchange of ideas				50%	50%	
ENVIRONMENT:						
14. Facilities were adequate				50%	50%	
15. Time was appropriate				50%	50%	
SUMMATIVE RESPONSES:						
16. Use information presented				50%	50%	
17. Would like more training in the area		50%		50%		
18. Recommend activity to colleagues				50%	50%	

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Appendix C.6

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Limited English Proficient (LEP) Data Entry Orientation for Clerical Staff (N = 5)

August 27, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated			**20%**		**80%**	
2. Relevant			**20%**		**80%**	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives				**20%**	**80%**	
4. Were stimulating				**20%**	**80%**	
5. Were at appropriate levels				**20%**	**80%**	
6. Were appropriately paced				**20%**	**80%**	
7. Indicated thoughtful planning				**20%**	**80%**	
8. Were effectively organized				**20%**	**80%**	
INSTRUCTOR:						
9. Was well prepared				**20%**	**80%**	
10. Was knowledgeable				**20%**	**80%**	
11. Used effective techniques				**20%**	**80%**	
12. Provided for individual differences				**20%**	**80%**	
13. Encouraged exchange of ideas				**20%**	**80%**	
ENVIRONMENT:						
14. Facilities were adequate				**40%**	**60%**	
15. Time was appropriate				**40%**	**60%**	
SUMMATIVE RESPONSES:						
16. Use information presented				**20%**	**80%**	
17. Would like more training in the area				**20%**	**80%**	
18. Recommend activity to colleagues				**20%**	**80%**	

Appendix C.7

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

New Bilingual Teacher Orientation (N = 9)

August 27, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated	22%			11%	67%	
2. Relevant	22%			11%	67%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives	22%			22%	56%	
4. Were stimulating		22%	11%	22%	44%	
5. Were at appropriate levels	22%			22%	56%	
6. Were appropriately paced	22%			22%	56%	
7. Indicated thoughtful planning	22%			22%	56%	
8. Were effectively organized	22%			22%	56%	
INSTRUCTOR:						
9. Was well prepared	22%			22%	56%	
10. Was knowledgeable	22%			22%	56%	
11. Used effective techniques	22%			22%	56%	
12. Provided for individual differences	22%			22%	56%	
13. Encouraged exchange of ideas	22%			22%	56%	
ENVIRONMENT:						
14. Facilities were adequate	22%			22%	56%	
15. Time was appropriate	22%			22%	56%	
SUMMATIVE RESPONSES:						
16. Use information presented	22%			22%	56%	
17. Would like more training in the area	22%		11%	11%	56%	
18. Recommend activity to colleagues	22%		11%	11%	56%	

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Appendix C.8

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

New Bilingual Teacher Orientation (N = 13)

August 27, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated		8%	8%	23%	62%	
2. Relevant	8%			38%	54%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives	8%			38%	46%	8%
4. Were stimulating		8%	8%	38%	46%	
5. Were at appropriate levels	8%			38%	54%	
6. Were appropriately paced	8%			38%	54%	
7. Indicated thoughtful planning	8%		8%	38%	46%	
8. Were effectively organized	8%		8%	38%	62%	
INSTRUCTOR:						
9. Was well prepared	8%		8%	31%	54%	
10. Was knowledgeable	8%		8%	23%	62%	
11. Used effective techniques	8%		15%	31%	46%	
12. Provided for individual differences	8%		8%	23%	62%	
13. Encouraged exchange of ideas	8%		8%	23%	62%	
ENVIRONMENT:						
14. Facilities were adequate	8%	8%		31%	54%	
15. Time was appropriate	8%	8%		38%	46%	
SUMMATIVE RESPONSES:						
16. Use information presented	8%		8%	31%	54%	
17. Would like more training in the area	8%		31%	23%	38%	
18. Recommend activity to colleagues	8%		15%	31%	46%	

Appendix C.9

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

New Bilingual Teacher Orientation (N = 15)

August 27, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated			7%	13%	80%	
2. Relevant				20%	80%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives			7%	20%	73%	
4. Were stimulating			7%	20%	73%	
5. Were at appropriate levels			7%	20%	73%	
6. Were appropriately paced			13%	20%	66%	
7. Indicated thoughtful planning			7%	20%	73%	
8. Were effectively organized			7%	20%	73%	
INSTRUCTOR:						
9. Was well prepared			7%	20%	73%	
10. Was knowledgeable			7%	20%	73%	
11. Used effective techniques			7%	20%	73%	
12. Provided for individual differences			7%	27%	66%	
13. Encouraged exchange of ideas			20%	20%	60%	
ENVIRONMENT:						
14. Facilities were adequate			7%	27%	66%	
15. Time was appropriate			7%	20%	66%	7%
SUMMATIVE RESPONSES:						
16. Use information presented				20%	73%	
17. Would like more training in the area		7%		20%	66%	
18. Recommend activity to colleagues			7%	13%	73%	

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Appendix C.10

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Limited English Proficient (LEP) Data Entry Orientation for Clerical Staff (N = 8)

September 4, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated	12%	8%	8%	23%	62%	
2. Relevant	12%			38%	54%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives	12%			12%	75%	
4. Were stimulating	12%	12%		25%	63%	
5. Were at appropriate levels	12%			25%	63%	
6. Were appropriately paced	12%			25%	63%	
7. Indicated thoughtful planning	12%			25%	63%	
8. Were effectively organized	12%			25%	63%	
INSTRUCTOR:						
9. Was well prepared	12%			12%	75%	
10. Was knowledgeable	12%			12%	75%	
11. Used effective techniques	12%			12%	75%	
12. Provided for individual differences	12%		12%	12%	63%	
13. Encouraged exchange of ideas	12%			12%	75%	
ENVIRONMENT:						
14. Facilities were adequate	12%			12%	75%	
15. Time was appropriate	12%			12%	75%	
SUMMATIVE RESPONSES:						
16. Use information presented	12%			12%	75%	
17. Would like more training in the area			12%	38%	50%	
18. Recommend activity to colleagues	12%			12%	75%	

Appendix C.11

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Limited English Proficient (LEP) Data Entry Orientation for Clerical Staff (N = 9)

September 4, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated			11%	13%	80%	
2. Relevant				20%	80%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives			11%	44%	44%	
4. Were stimulating			11%	56%	33%	
5. Were at appropriate levels			11%	44%	44%	
6. Were appropriately paced			11%	44%	44%	
7. Indicated thoughtful planning			11%	33%	56%	
8. Were effectively organized			11%	33%	56%	
INSTRUCTOR:						
9. Was well prepared			11%		89%	
10. Was knowledgeable				11%	89%	
11. Used effective techniques			11%	22%	67%	
12. Provided for individual differences			11%		89%	
13. Encouraged exchange of ideas			11%		89%	
ENVIRONMENT:						
14. Facilities were adequate		11%		33%	56%	
15. Time was appropriate			11%	33%	56%	
SUMMATIVE RESPONSES:						
16. Use information presented				22%	78%	
17. Would like more training in the area			44%	11%	22%	22%
18. Recommend activity to colleagues			11%	44%	44%	

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Appendix C.12

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

English as a Second Language (ESL) Adopted Materials –

Hampton Brown Publishers Grades 1-4 (N = 26)

September 8, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated			4%	69%	27%	
2. Relevant			12%	54%	34%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives			4%	69%	27%	
4. Were stimulating		8%	12%	65%	15%	
5. Were at appropriate levels			8%	69%	19%	4%
6. Were appropriately paced		4%	12%	58%	23%	4%
7. Indicated thoughtful planning			8%	65%	27%	
8. Were effectively organized			19%	54%	27%	
INSTRUCTOR:						
9. Was well prepared				62%	38%	
10. Was knowledgeable			4%	65%	31%	
11. Used effective techniques			12%	58%	31%	
12. Provided for individual differences			4%	69%	27%	
13. Encouraged exchange of ideas			4%	69%	23%	4%
ENVIRONMENT:						
14. Facilities were adequate		8%	15%	46%	27%	4%
15. Time was appropriate	8%	12%	15%	42%	19%	4%
SUMMATIVE RESPONSES:						
16. Use information presented			8%	42%	50%	
17. Would like more training in the area	8%	8%	23%	31%	27%	4%
18. Recommend activity to colleagues		8%	15%	42%	31%	4%

Appendix C.13

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Texas Oral Proficiency Test (T.O.P.T.) (N = 2)

September 20, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated					**100%**	
2. Relevant					**100%**	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives					**100%**	
4. Were stimulating					**100%**	
5. Were at appropriate levels					**100%**	
6. Were appropriately paced					**100%**	
7. Indicated thoughtful planning					**100%**	
8. Were effectively organized					**100%**	
INSTRUCTOR:						
9. Was well prepared					**100%**	
10. Was knowledgeable					**100%**	
11. Used effective techniques					**100%**	
12. Provided for individual differences					**100%**	
13. Encouraged exchange of ideas					**100%**	
ENVIRONMENT:						
14. Facilities were adequate					**100%**	
15. Time was appropriate					**100%**	
SUMMATIVE RESPONSES:						
16. Use information presented					**100%**	
17. Would like more training in the area					**100%**	
18. Recommend activity to colleagues					**100%**	

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Appendix C.14

Professional Development at Linder Elementary

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Introduction to Word Processing for Bilingual Teachers –

Clarisworks 4.0 (N = 16)

September 23, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated				25%	75%	
2. Relevant				25%	75%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives				25%	75%	
4. Were stimulating				19%	75%	6%
5. Were at appropriate levels				31%	69%	
6. Were appropriately paced			12%	25%	63%	
7. Indicated thoughtful planning				25%	75%	
8. Were effectively organized			6%	12%	81%	
INSTRUCTOR:						
9. Was well prepared				12%	88%	
10. Was knowledgeable					100%	
11. Used effective techniques				6%	94%	
12. Provided for individual differences			6%		94%	
13. Encouraged exchange of ideas			6%		94%	
ENVIRONMENT:						
14. Facilities were adequate		8%	15%	46%	27%	4%
15. Time was appropriate	8%	12%	15%	42%	19%	4%
SUMMATIVE RESPONSES:						
16. Use information presented				6%	88%	6%
17. Would like more training in the area				6%	88%	6%
18. Recommend activity to colleagues				12%	88%	

Appendix C.15

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

English as a Second Language (ESL) Adopted Materials –

Scott Foresman Publishers Grades 5-8 (N = 10)

September 23, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated				**60%**	**40%**	
2. Relevant				**50%**	**50%**	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives				**60%**	**40%**	
4. Were stimulating			**20%**	**60%**	**20%**	
5. Were at appropriate levels				**60%**	**40%**	
6. Were appropriately paced				**70%**	**30%**	
7. Indicated thoughtful planning				**70%**	**30%**	
8. Were effectively organized				**50%**	**50%**	
INSTRUCTOR:						
9. Was well prepared				**40%**	**60%**	
10. Was knowledgeable				**40%**	**60%**	
11. Used effective techniques			**10%**	**30%**	**60%**	
12. Provided for individual differences			**10%**	**40%**	**50%**	
13. Encouraged exchange of ideas			**20%**	**30%**	**50%**	
ENVIRONMENT:						
14. Facilities were adequate		**10%**		**40%**	**60%**	
15. Time was appropriate				**40%**	**60%**	
SUMMATIVE RESPONSES:						
16. Use information presented			**10%**	**40%**	**50%**	
17. Would like more training in the area	**20%**		**40%**	**10%**	**30%**	
18. Recommend activity to colleagues			**10%**	**40%**	**50%**	

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Appendix C.16

Professional Development at Linder Elementary

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Intermediate Word Processing for Bilingual Teachers –

Clarisworks 4.0 (N = 16)

September 30, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated			6%	12%	81%	
2. Relevant			6%	12%	81%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives			6%	19%	75%	
4. Were stimulating			12%	12%	75%	
5. Were at appropriate levels			6%	6%	88%	
6. Were appropriately paced			6%	12%	81%	
7. Indicated thoughtful planning			6%	6%	88%	
8. Were effectively organized			6%	6%	88%	
INSTRUCTOR:						
9. Was well prepared			6%	6%	88%	
10. Was knowledgeable				12%	88%	
11. Used effective techniques			6%	6%	88%	
12. Provided for individual differences			6%	6%	88%	
13. Encouraged exchange of ideas			6%	6%	88%	
ENVIRONMENT:						
14. Facilities were adequate		6%	6%	25%	63%	
15. Time was appropriate			6%	12%	81%	
SUMMATIVE RESPONSES:						
16. Use information presented			6%	6%	88%	
17. Would like more training in the area		6%	6%	25%	63%	
18. Recommend activity to colleagues			6%	6%	88%	

Appendix C.17

Professional Development at Linder Elementary

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Introduction to Databases for Bilingual Teachers –

Clarisworks 4.0 (N = 15)

October 7, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated				20%	80%	
2. Relevant				20%	80%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives			7%	20%	73%	
4. Were stimulating				13%	80%	7%
5. Were at appropriate levels				13%	87%	
6. Were appropriately paced		7%	7%	13%	73%	
7. Indicated thoughtful planning				20%	80%	
8. Were effectively organized				13%	80%	7%
INSTRUCTOR:						
9. Was well prepared				20%	80%	
10. Was knowledgeable				20%	80%	
11. Used effective techniques				20%	80%	
12. Provided for individual differences				20%	80%	
13. Encouraged exchange of ideas			7%	13%	80%	
ENVIRONMENT:						
14. Facilities were adequate		7%	13%	20%	60%	
15. Time was appropriate				27%	73%	
SUMMATIVE RESPONSES:						
16. Use information presented				20%	80%	
17. Would like more training in the area				20%	80%	
18. Recommend activity to colleagues				20%	80%	

Appendix C.18

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Instructional Strategies for use the Estrellita Phonics Program (N = 31)

October 8, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated	3%		3%	69%	27%	
2. Relevant	3%		3%	54%	34%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives	3%		3%	39%	55%	
4. Were stimulating	3%		10%	32%	52%	3%
5. Were at appropriate levels	3%	3%	3%	35%	55%	
6. Were appropriately paced	3%		6%	39%	52%	
7. Indicated thoughtful planning	3%		3%	39%	55%	
8. Were effectively organized	3%		3%	35%	58%	
INSTRUCTOR:						
9. Was well prepared	3%		3%	29%	65%	
10. Was knowledgeable	3%		3%	23%	71%	
11. Used effective techniques	3%		6%	32%	58%	
12. Provided for individual differences	3%		10%	32%	55%	
13. Encouraged exchange of ideas	3%		16%	29%	52%	
ENVIRONMENT:						
14. Facilities were adequate	3%	3%	3%	29%	55%	6%
15. Time was appropriate	10%			35%	55%	
SUMMATIVE RESPONSES:						
16. Use information presented	3%		3%	29%	65%	
17. Would like more training in the area	3%		10%	23%	61%	
18. Recommend activity to colleagues	3%		6%	39%	52%	

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Appendix C.19

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Overview and Initiation of MacMillan Spanish Basal Reading Program (N = 18)

October 11, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated			5%	28%	66%	
2. Relevant			5%	17%	78%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives			5%	17%	72%	5%
4. Were stimulating		5%	17%	17%	56%	5%
5. Were at appropriate levels			5%	28%	61%	5%
6. Were appropriately paced			5%	22%	61%	11%
7. Indicated thoughtful planning			17%	11%	61%	11%
8. Were effectively organized			17%	11%	66%	5%
INSTRUCTOR:						
9. Was well prepared			17%	5%	78%	
10. Was knowledgeable			11%	11%	78%	
11. Used effective techniques			17%	17%	66%	
12. Provided for individual differences			17%	11%	66%	5%
13. Encouraged exchange of ideas			11%	22%	61%	5%
ENVIRONMENT:						
14. Facilities were adequate				22%	78%	
15. Time was appropriate			22%	17%	61%	
SUMMATIVE RESPONSES:						
16. Use information presented			11%	5%	83%	
17. Would like more training in the area		5%	5%	28%	61%	
18. Recommend activity to colleagues			17%	17%	66%	

Appendix C.20

Professional Development at Linder Elementary

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Computer Software for the Bilingual Classroom (N = 9)

October 14, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated				11%	78%	11%
2. Relevant				11%	78%	11%
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives				11%	78%	11%
4. Were stimulating				22%	67%	11%
5. Were at appropriate levels				22%	67%	11%
6. Were appropriately paced				22%	67%	11%
7. Indicated thoughtful planning				11%	67%	22%
8. Were effectively organized				22%	67%	11%
INSTRUCTOR:						
9. Was well prepared				11%	78%	11%
10. Was knowledgeable					89%	11%
11. Used effective techniques				22%	67%	11%
12. Provided for individual differences				22%	67%	11%
13. Encouraged exchange of ideas			11%		78%	11%
ENVIRONMENT:						
14. Facilities were adequate					89%	11%
15. Time was appropriate				11%	78%	11%
SUMMATIVE RESPONSES:						
16. Use information presented				11%	78%	11%
17. Would like more training in the area					89%	11%
18. Recommend activity to colleagues					89%	11%

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Appendix C.21

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

English as a Second Language (ESL) ExCET Reviews

(Examination for the Certification of Educators in Texas) (N = 18)

October 18, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated			5%	11%	83%	
2. Relevant			5%	11%	83%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives			5%	17%	78%	
4. Were stimulating			5%	28%	67%	
5. Were at appropriate levels			5%	28%	67%	
6. Were appropriately paced			17%	22%	61%	
7. Indicated thoughtful planning			5%	17%	78%	
8. Were effectively organized			5%	17%	78%	
INSTRUCTOR:						
9. Was well prepared			5%	11%	83%	
10. Was knowledgeable			5%	5%	89%	
11. Used effective techniques			5%	28%	67%	
12. Provided for individual differences			11%	28%	61%	
13. Encouraged exchange of ideas			5%	22%	72%	
ENVIRONMENT:						
14. Facilities were adequate			5%	22%	72%	
15. Time was appropriate		5%	5%	22%	67%	
SUMMATIVE RESPONSES:						
16. Use information presented			5%	5%	89%	
17. Would like more training in the area			5%	22%	72%	
18. Recommend activity to colleagues			5%	28%	67%	

Appendix C.22

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

English as a Second Language (ESL) Instruction for Secondary Students (N = 18)

November 18, 1997

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated	5%			17%	78%	
2. Relevant	5%			17%	78%	
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives	5%			17%	72%	5%
4. Were stimulating	5%		5%	22%	67%	
5. Were at appropriate levels	5%			22%	72%	
6. Were appropriately paced	5%			33%	61%	
7. Indicated thoughtful planning	5%			22%	72%	
8. Were effectively organized	5%			22%	72%	
INSTRUCTOR:						
9. Was well prepared	5%			11%	72%	10%
10. Was knowledgeable	5%			11%	83%	
11. Used effective techniques	5%			17%	78%	
12. Provided for individual differences	5%		5%	22%	67%	
13. Encouraged exchange of ideas	5%			17%	78%	
ENVIRONMENT:						
14. Facilities were adequate	5%			17%	78%	
15. Time was appropriate	5%	5%		28%	61%	
SUMMATIVE RESPONSES:						
16. Use information presented	5%			11%	78%	5%
17. Would like more training in the area	5%		5%	28%	61%	
18. Recommend activity to colleagues	5%			22%	72%	

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Appendix C.23

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Spanish TAAS Training (N = 31)

January 13, 1998

AREA EVALUATED	1	2	3	4	5	No Answer
OBJECTIVES WERE:						
1. Clearly stated	3%	3%		45%	45%	3%
2. Relevant	3%			42%	52%	3%
CONTENT AND INSTRUCTION						
3. Were in agreement with stated objectives	3%	3%		23%	71%	
4. Were stimulating	3%		3%	48%	45%	
5. Were at appropriate levels	3%			39%	58%	
6. Were appropriately paced	3%		6%	42%	48%	
7. Indicated thoughtful planning	3%		6%	39%	52%	
8. Were effectively organized	3%			48%	48%	
INSTRUCTOR:						
9. Was well prepared	3%			29%	68%	
10. Was knowledgeable	3%			29%	68%	
11. Used effective techniques	3%			39%	58%	
12. Provided for individual differences	3%			39%	58%	
13. Encouraged exchange of ideas	3%			26%	71%	
ENVIRONMENT:						
14. Facilities were adequate	3%			39%	58%	
15. Time was appropriate	3%			39%	58%	
SUMMATIVE RESPONSES:						
16. Use information presented	3%			19%	77%	
17. Would like more training in the area	3%			35%	61%	
18. Recommend activity to colleagues	3%		3%	26%	65%	3%

Appendix C.24

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

ESL Adopted Series: Into English Orientation (N = 12)

February 10, 1998

AREA EVALUATED	1	2	3	4	5	No Answer
I. CONTENT AND INSTRUCTION:						
1. Were objectives clearly stated.				42%	58%	
2. Were in agreement with the stated objectives.				50%	50%	
3. Were stimulating.			8%	50%	42%	
4. Were at appropriate levels.				58%	33%	8%
5. Were appropriately paced.			17%	66%	17%	
6. Indicated thoughtful planning.			8%	42%	50%	
7. Were effectively organized.				50%	42%	8%
8. Were applicable to your work setting.			25%	42%	33%	
II. INSTRUCTOR						
9. Was knowledgeable.				25%	75%	
10. Used effective techniques.				42%	58%	
11. Encouraged exchange of ideas.				58%	42%	
III. ENVIRONMENT						
12. Facilities were adequate.				50%	50%	
13. Time was appropriate.				50%	50%	4%

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Appendix C.25

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Linking Mathematics and Literature (N = 27)

February 18, 1998

AREA EVALUATED	1	2	3	4	5	No Answer
I. CONTENT AND INSTRUCTION:						
1. Were objectives clearly stated.	4%			22%	74%	
2. Were in agreement with the stated objectives.	4%			18%	78%	
3. Were stimulating.	4%			18%	78%	
4. Were at appropriate levels.	4%			11%	85%	
5. Were appropriately paced.	4%			11%	85%	
6. Indicated thoughtful planning.	4%			11%	85%	
7. Were effectively organized.	4%			18%	78%	
8. Were applicable to your work setting.	4%			11%	85%	
II. INSTRUCTOR						
9. Was knowledgeable.	4%			11%	85%	
10. Used effective techniques.	4%			22%	74%	
11. Encouraged exchange of ideas.	4%			7%	89%	
III. ENVIRONMENT						
12. Facilities were adequate.	4%			18%	78%	
13. Time was appropriate.	4%		4%	14%	78%	

Appendix C.26

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Spanish Reading Readiness (N = 23)

March 4, 1998

AREA EVALUATED	1	2	3	4	5	No Answer
I. CONTENT AND INSTRUCTION:						
1. Were objectives clearly stated.				4%	96%	
2. Were in agreement with the stated objectives.				4%	96%	
3. Were stimulating.				4%	96%	
4. Were at appropriate levels.				9%	91%	
5. Were appropriately paced.				9%	91%	
6. Indicated thoughtful planning.				4%	96%	
7. Were effectively organized.				4%	96%	
8. Were applicable to your work setting.				9%	91%	
II. INSTRUCTOR						
9. Was knowledgeable.				4%	96%	
10. Used effective techniques.				4%	96%	
11. Encouraged exchange of ideas.			4%	9%	87%	
III. ENVIRONMENT						
12. Facilities were adequate.		4%	9%	22%	65%	
13. Time was appropriate.				22%	78%	

Appendix C.27

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

English as a Second Language (ESL) ExCET Reviews –

(Examination for the Certification of Educators in Texas) (N = 11)

March 28, 1998

AREA EVALUATED	1	2	3	4	5	No Answer
I. CONTENT AND INSTRUCTION:						
1. Were objectives clearly stated.	9%				91%	
2. Were in agreement with the stated objectives.	9%				91%	
3. Were stimulating.	9%			18%	73%	
4. Were at appropriate levels.	9%	9%		9%	82%	
5. Were appropriately paced.	9%		9%		82%	
6. Indicated thoughtful planning.	9%			9%	82%	
7. Were effectively organized.	9%			9%	82%	
8. Were applicable to your work setting.	9%			18%	73%	
II. INSTRUCTOR						
9. Was knowledgeable.	9%			9%	82%	
10. Used effective techniques.	9%			9%	82%	
11. Encouraged exchange of ideas.	9%			9%	82%	
III. ENVIRONMENT						
12. Facilities were adequate.	9%			9%	82%	
13. Time was appropriate.	9%			18%	73%	

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Appendix C.28

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Emergent Bilingual Reader: A Workshop in Two Languages (N = 17)

April 1, 1998

AREA EVALUATED	1	2	3	4	5	No Answer
I. CONTENT AND INSTRUCTION:						
1. Were objectives clearly stated.				6%	94%	
2. Were in agreement with the stated objectives.				6%	94%	
3. Were stimulating.				12%	88%	
4. Were at appropriate levels.				18%	82%	
5. Were appropriately paced.				6%	94%	
6. Indicated thoughtful planning.					100%	
7. Were effectively organized.				6%	94%	
8. Were applicable to your work setting.				12%	88%	
II. INSTRUCTOR						
9. Was knowledgeable.				12%	88%	
10. Used effective techniques.				18%	82%	
11. Encouraged exchange of ideas.				12%	88%	
III. ENVIRONMENT						
12. Facilities were adequate.				12%	88%	
13. Time was appropriate.				12%	88%	

Appendix C.29

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

ESL Adopted Series: Into English – Follow-Up Session (N = 10)

April 17, 1998

AREA EVALUATED	1	2	3	4	5	No Answer
I. CONTENT AND INSTRUCTION:						
1. Were objectives clearly stated.				**40%**	**60%**	
2. Were in agreement with the stated objectives.				**50%**	**50%**	
3. Were stimulating.				**40%**	**60%**	
4. Were at appropriate levels.				**20%**	**80%**	
5. Were appropriately paced.				**20%**	**80%**	
6. Indicated thoughtful planning.				**30%**	**70%**	
7. Were effectively organized.				**30%**	**70%**	
8. Were applicable to your work setting.				**20%**	**80%**	
II. INSTRUCTOR						
9. Was knowledgeable.				**20%**	**80%**	
10. Used effective techniques.				**30%**	**70%**	
11. Encouraged exchange of ideas.				**10%**	**90%**	
III. ENVIRONMENT						
12. Facilities were adequate.				**20%**	**80%**	
13. Time was appropriate.				**20%**	**80%**	

Appendix C.30

Professional Development at Read (PDA)

Austin Independent School District

The value ascribed to the rating is:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree.

Texas Oral Proficiency Test (T.O.P.T.) (N = 3)

April 25, 1998

AREA EVALUATED	1	2	3	4	5	No Answer
I. CONTENT AND INSTRUCTION:						
1. Were objectives clearly stated.					100%	
2. Were in agreement with the stated objectives.					100%	
3. Were stimulating.					100%	
4. Were at appropriate levels.					100%	
5. Were appropriately paced.					100%	
6. Indicated thoughtful planning.					100%	
7. Were effectively organized.					100%	
8. Were applicable to your work setting.					100%	
II. INSTRUCTOR						
9. Was knowledgeable.					100%	
10. Used effective techniques.					100%	
11. Encouraged exchange of ideas.				33%	67%	
III. ENVIRONMENT						
12. Facilities were adequate.					100%	
13. Time was appropriate.				33%	67%	

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